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ABSTRACT

The report documents the nation's progress in providing a free appropriate public education for all children with handicaps under the provisions of the Education for All Handicapped Children Act, Public Law 94-142. Chapter I presents national statistics reported annually by the states (e.g., a 1.6% increase in number of handicapped children served during 1987-88). Chapter II discusses educational placements and notes continued stability at 6% in number of children served in segregated facilities. Chapter III focuses on the provision of services to children below school age, reporting that all states elected to continue their participation in this component. The circumstances under which students with handicaps exit from secondary school and the services anticipated to meet their needs are analyzed in Chapter IV. The fifth chapter presents data on personnel trained under Part D of the law and reviews state-reported data on personnel employed and needed and issues in measuring personnel supply, demand, and need. Chapter VI describes the mandated survey of special education expenditures and related services, noting that the average cost of educating a handicapped student was $6,335 in the 1985-86 school year. Chapter VII presents the results of federal monitoring activities and discusses technical assistance provided to states by the Regional Resource Centers. Finally, Chapter VIII examines Congressionally mandated and federal/state evaluation efforts supported under the Act. (DB)

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" TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Education of the Handicapped Act, Section 618

Eleventh Annual Report to Congress on the Implementation of The Education of the Handicapped Act

U.S. Department of Education

1989

EC222088

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" TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

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Prepared by the
Division of Innovation and Development
Office of Special Education Programs

U.S. Office of Special Education and
Rehabilitative Services

1989

U.S. Department of Education
Lauro Cavazos, Secretary

PREFACE

Section 618(f)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 et seq.) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the act. The purposes of the act are, in summary:

1) to assure that all children with handicaps have available to them a free appropriate public education;

2) to assure that the rights of children with handicaps and their parents are protected;

3) to assist States and localities to provide for the education of all children with handicaps; and

4) to assess and assure the effectiveness of efforts to educate children with handicaps.

This is the eleventh annual report that has been prepared to provide Congress with a continuing description of our nation's progress in providing a free appropriate public education for all children with handicaps. This report contains two volumes. The first contains data submitted in response to the requirements in Section 618, descriptions and findings from ongoing research and evaluation studies, examples of projects funded under discretionary grant programs, and the results of monitoring activities. The second volume is an index of all current projects funded by the discretionary authorities of the EHA.

Volume 1 is organized topically. **Chapter I** provides national statistics on number of children who received special education and related services in 1987-88. Data are discussed with respect to the age groups and handicapping conditions of the children.

Chapter II contains the data on the settings in which children received services. A State-by-State analysis is presented with implications for implementation of the least restrictive environment provision of EHA. The data on where children receive special education are for school year 1986-87.

Early childhood activities are the focus of **Chapter III**. This chapter discusses the implementation of Part H of the EHA which is designed to improve early intervention services for handicapped infants, toddlers, and their families. A second focus of the chapter is Section 619 which contains incentives for States to serve more children with handicaps between the ages of three and five. Finally, some discretionary grant activities related to children under five are described.

Shifting to the other end of the age spectrum, **Chapter IV** provides a look at OSEP activities in the area of transition from school to adult life. The chapter looks at the circumstances under which secondary students with handicaps are leaving school and their postsecondary employment and education experiences. Initial findings from a longitudinal study of outcomes mandated by Congress in the 1983 amendments to the EHA are presented. This study is following a nationally representative sample of 8,000 secondary age youth with handicaps. Chapter IV also contains data submitted to OSEP by the States on exiting students and their anticipated services needs.

Chapter V examines issues related to the collection of data on personnel employed and needed in special education. In addition to the personnel data submitted by the States, the chapter presents a discussion of current models for projecting personnel need. The chapter also includes the findings of a study on the validity of the State-reported personnel data.

Chapter VI discusses expenditures for special education. It contains summary findings of a Congressionally mandated study of expenditures, which provides data on total spending for special education students and on variations in expenditures across programs and services, types of providers, handicapping conditions, and different types of districts.

Results of the OSEP monitoring of the State administration of the EHA are included in **Chapter VII**. Results of State plan review and compliance monitoring are presented. The chapter also contains a discussion of the activities of the Regional Resource Centers.

The last chapter, **Chapter VIII**, contains a description of the current status of Congressionally mandated studies. It also includes an update on activities undertaken through the State Agency/Federal Evaluation Studies Program.

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EXECUTIVE SUMMARY

The *Eleventh Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA), and its subsequent amendments. The purposes of the act, as stated in Section 601(c), are, in summary:

1) to assure that all children with handicaps have available to them a free appropriate public education;

2) to assure that the rights of children with handicaps and their parents are protected;

3) to assist States and localities to provide for the education of all children with handicaps; and

4) to assess and assure the effectiveness of efforts to educate children with handicaps.

This report provides a detailed description of the activities undertaken to implement the act and an assessment of the impact and effectiveness of its requirements. The following highlights provide brief summaries of the information presented in the body of the report.

STUDENTS RECEIVING A FREE APPROPRIATE PUBLIC EDUCATION

Chapter 1 presents national statistics which are reported annually to the Office of Special Education Programs by the States.

- During the 1987-88 school year, 4,494,280 children with handicaps between the ages of 0 and 21 were served under Chapter 1 Handicapped Programs of the Education Consolidation and Improvement Act--State Operated Programs (ECIA [SOP]) and Part B of the EHA. This represented an increase of 1.6 percent over the number served in 1986-87.

- Most (87 percent) of the children served under EHA-B and Chapter 1 ECIA (SOP), were between the ages of 6 and 17. Nearly 337,000 three through five year old children received services under one of these laws.

- Students with handicaps aged 6 through 21 were most frequently classified as learning disabled (47.0 percent), speech impaired (23.2 percent), mentally retarded (14.6 percent), and emotionally disturbed (9.1 percent). The number of learning disabled students increased 37,264 or 2 percent over the number served in 1986-87. The number of mentally retarded students decreased 16,875 or 3 percent.

STATE VARIATION IN THE PLACEMENT OF CHILDREN WITH HANDICAPS

Chapter II discusses the educational placements where children with handicaps received special education and related services.

- Nationally, the number of children with handicaps placed in separate facilities serving only the handicapped has been relatively stable over the 10 years that the Department of Education has collected data. During the 1986-87 school year, nearly 210,000 students, or about 6 percent of all students with handicaps were educated in programs outside the regular school building in segregated schools.

- State-to-State variation in the use of segregated placements is quite high, indicating far less consistency in service patterns than the national data suggest. The contrast between the five States that place the fewest students in separate school facilities and that of other States also demonstrates this variation. The average State places nearly six times as many students in separate school settings as do those five States, and seven States place students in separate settings at more than 10 times the rate of the five States placing the fewest students in separate settings.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH HANDICAPS

Chapter III focuses on the provision of services to children below school age.

- All States elected to continue their participation in the Handicapped Infants and Toddlers Program (Part H of the EHA, which was established in 1986). The FY 88 awards to State and territories ranged from $327,365 to $7,875,365. In their applications for the EHA-H program in FY 1988, States described the need to prioritize and undertake policy and program planning efforts associated with the 14 mandatory program components. Areas of State activity included eligibility criteria, individualized family service plan development, data systems, and personnel.

- The Preschool Grant Program was designed to make a free appropriate public education available for all three through five year old children with handicaps. For 1988, all States continued their participation in the Preschool Grant Program and were awarded a basic grant of $400 for each child served. In addition, States received $2,788 for each new child they estimated they would serve in the coming year. Areas of State activity or concern with regard to the Preschool Grant Program include age mandates for service provision, least restrictive environment and personnel needs.

- Funds are available to initiate, improve, or expand special education and early intervention services for children below school age through the EHA discretionary programs. The Handicapped Children's Early Education Program (HCEEP) provides support for model development and replication. Research Institutes funded under HCEEP are designed to improve services by expanding the early childhood knowledge base. Other research is funded through the field-initiated competition. Projects for preservice and inservice personnel development and technical assistance have also been supported.

FOLLOWING UP SECONDARY AGE STUDENTS WITH HANDICAPS: THE TRANSITION TO FURTHER EDUCATION, EMPLOYMENT, AND INDEPENDENT LIVING

Chapter IV presents data on the circumstances under which students with handicaps exit from secondary school, and on services anticipated to meet their needs.

- The majority of special education students (59 percent) graduate from high school with a diploma or certificate of completion. Students in the visually handicapped, hard of hearing or deaf categories are most likely to graduate with a diploma. Students who are classified as deaf-blind, mentally retarded, or hard of hearing or deaf are most likely to graduate with a certificate of completion.

- About 3 percent of the total exiting population of students with handicaps "age out" of the system by reaching the maximum age for which services are provided by individual States. Mandates for upper age limits vary by State.

- Fewer than 15 percent of special education exiters who have been out of secondary school one to two years participate in postsecondary education or training.

- Twenty-three percent of youth with disabilities who have been out of school less than one year work part-time for pay and 22 percent work full-time.

PERSONNEL SUPPLY, DEMAND, AND NEED

Chapter V presents data on the number of personnel trained under Part D of the EHA; reviews State-reported data on the number of teachers and other personnel employed and needed to serve students with handicaps; and discusses technical issues involved in measuring supply, demand, and need for special education and related services personnel.

- In FY 1987, OSEP's Division of Personnel Preparation Programs provided training grants under Part D of EHA to 15,339 persons in part-time or full-time preservice training. Among those who receive State or professional certification, the largest categories were cross-categorical education (23.6 percent), teachers of learning disabled students (14.2 percent), and speech-language pathologists (11.5 percent).

- The equivalent of 296,196 full-time special education teachers were employed in all the States and insular areas during the 1986-87 school year. Teachers of learning disabled students made up 37.1 percent, and teachers of mentally retarded students made up 20 percent of the total. In addition, 223,096 staff other than teachers were employed in special education programs.

- States and insular areas reported needing 26,798 additional teachers to fill vacancies or to replace uncertified staff -- a figure equivalent to 9 percent of all special education teachers employed in 1986-87. Among all teachers needed, 35.7 percent of the unfilled positions were for teachers needed for learning disabled students, 18.2 percent for mentally retarded students, 17.4 percent for emotionally disturbed students, and 11.3 percent for speech and language impaired students.

- In addition, States and insular areas reported needing 12,254 additional nonteaching staff, almost half of them paraprofessionals. The most critical needs were for occupational therapists (36.7 percent more needed than employed in 1986-87), work-study coordinators (20.9 percent more needed), and physical therapists (15.6 percent more needed).

SPECIAL EDUCATION EXPENDITURES

Chapter VI describes the recently completed Congressionally mandated survey of special education expenditures and related services. This first national study of special education expenditures to reflect the full implementation of the EHA-B gathered data from 60 school districts in 18 States for the 1985-86 school year.

- The average total cost of educating a pupil identified as handicapped was $6,335 in the 1985-86 school year. Of this amount $3,649 came from special education with the remainder ($2,686) derived from regular education.

- Expressed as a cost ratio, the total cost of educating a handicapped pupil is 2.3 times the cost of educating a regular education pupil. Among different student placements, the expenditure ratio for resource programs is 1.9 to 1 and the ratio for self-contained programs is 2.5 to 1.

- 1985-86 expenditures, when adjusted for inflation, reflect a 10 percent increase in the average total per pupil cost of special education services since 1977-78. The average per pupil expenditure for regular education, similarly adjusted, reflects an increase of only 4 percent.

- The largest share of the special education portion of a student's educational expense (62 percent) purchased specific instructional programs. Thirteen percent went toward the costs of the assessment services; 11 percent was attributable to the cost of support services at the district and school level; and 10 percent paid for related services. The remaining 4 percent purchased special transportation services.

EFFORTS TO ASSURE THE EFFECTIVENESS OF PROGRAMS EDUCATING HANDICAPPED CHILDREN

Chapter VII presents the results of Federal monitoring activities and discusses technical assistance provided to States by the Regional Resource Centers.

Program Review

- To receive EHA-B State Grant program funds for FY 89, States had to comply with additional State Plan Requirements resulting from the enactment of the Education of the Handicapped Act Amendments of 1986. All States submitted State Plan amendments to fulfill the legislative requirements addressing interagency agreements, personnel standards, nonsupplanting of funds, and use of the State's 20 percent portion of its set-aside.

- The staggered State Plan Review schedule required 17 States and jurisdictions to submit complete plans for FY 89-91. A number of these State Plans presented problem areas requiring intensive scrutiny prior to approval. These areas included public participation; individualized education programs; least restrictive environment; the comprehensive system of personnel development; interagency agreements in providing services; and establishment of professional standards.

- Comprehensive compliance reviews of the 34 States visited in the last three years indicated that States are having the most difficulty in meeting requirements in the following areas: State Educational Agency (SEA) monitoring, SEA review and approval of local educational agency applications, least restrictive environment, individualized education programs, due process and procedural safeguards, general supervision of special education programs, and complaint management.

Regional Resource Centers

- Technical assistance is provided by six Regional Resource Centers (RRCs) to State educational agencies, and through them to local school districts and others, to help meet the requirements of EHA-B and to improve the quality of services provided to infants, toddlers, children and youth with handicaps.

- Through nearly 800 technical assistance agreements established with the 60 States and other jurisdictions in 1987, the RRCs provide assistance in three broad areas: (1) needs related to administration of policies and procedures as identified by OSEP's monitoring of SEAs (e.g., least restrictive environment, or SEA monitoring practices); (2) Federal initiatives (e.g., transition from school to work and adult life, and parent involvement in educational decision making); and (3) State-identified needs.

- RRCs collaborate to deliver services nationally when common needs are identified across States. Recent examples of such collaborative efforts on issues of national importance include development of resource materials for evaluating the effectiveness of educational programs serving children and youth with handicaps, and sponsorship of a national conference designed to assist States in the development and implementation of assistive device services for children with communication and mobility handicaps.

EFFORTS TO EVALUATE THE EFFECTIVENESS OF EDUCATING CHILDREN WITH HANDICAPS

Chapter VIII examines Congressionally mandated and Federal/State evaluation efforts supported under the Act.

- The status of Congressionally mandated studies currently underway is described. These studies include: *Providing a Free Appropriate Public Education to Special Populations of Students with Handicaps*, *Study of Vocational Education Services to Children with Handicaps*, and *Study of Programs of Instruction in Day and Residential Facilities.*

- A variety of topics are being examined through the State Agency/Federal Evaluation Studies Program. These include studies of the effectiveness of student outcome and program quality indicators, the effectiveness of programs provided to children in regular education settings, secondary programming and postsecondary outcomes, the effectiveness of cross-categorical service delivery models, and the use of a State mastery test for statewide evaluation of special education programs. Comparisons and single-state findings of studies investigating the impact of prereferral interventions are described as well as highlights of the findings of additional completed studies.

CHAPTER I

STUDENTS RECEIVING A FREE APPROPRIATE PUBLIC EDUCATION

One of the purposes of Part B of the Education of the Handicapped Act (EHA-B) is to "assure that all handicapped children have available to them. . .a free appropriate public education which emphasizes special education and related services designed to meet their unique needs . . ." (Sec. 601[c]). The Office of Special Education Programs (OSEP) uses multiple sources of information to determine the extent to which this purpose is being accomplished. One major source of information is the data on children and youth with handicaps that States submit annually to OSEP.

This chapter presents the data from States on the number of students with handicaps who received special education and related services during the 1987-88 school year. The chapter includes analyses of the total number of children served, their ages, and handicapping conditions.

In addition to information on students served under EHA-B, the chapter includes data on children with handicaps served through Chapter 1 of the Education Consolidation and Improvement Act--State Operated Programs (ECIA [SOP]).[1] Chapter 1 of ECIA (SOP) provides support for handicapped children and youth in programs operated or supported by State agencies. ECIA (SOP) provides assistance for children and youth from birth through age 20,[2] while EHA-B provides assistance from age 3 through 21.

The data on number of students served, or the child count data, are based on the number of handicapped students served under EHA-B on December 1, 1987 and under ECIA (SOP) on October 1, 1987.[3] Children can only be counted under one program. Both authorities use the same classification of handicapping conditions. Data on the age groups (e.g., 6 through 17) of children served under EHA-B have been available since 1976 and data on individual ages (e.g., 6 year olds) have been available since 1985. This year for the first time data are available on the age groups of children served under ECIA (SOP) as well. (Data by individual age year, however, are not reported under ECIA (SOP).

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[1] The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 reauthorized and substantially amended the programs, including this one, initially contained in the Elementary and Secondary Education Act of 1965. Since this report discusses data collected prior to the 1988 amendments, however, we will continue to refer to this program as ECIA (SOP) for the remainder of this report.

[2] The 1988 amendments to ECIA (SOP) changed the age range to birth through age 21 beginning with the 1988-89 school year.

[3] The 1988 amendments changed the count date for ECIA (SOP) to December 1 beginning in 1988-89 school year.

P.L. 99-457, the 1986 amendments to EHA-B, strengthened the Federal commitment to providing services to children below school age. The amendments established the Preschool Grant Program which contained financial incentives for States to provide special education and related services to 3- through 5-year-olds.[4]

The child count data discussed in this report constitute the first opportunity to examine the impact of P.L. 99-457 on the number of children five and under receiving special education and related services. Data on young children with handicaps are presented in this chapter and also in Chapter III, which focuses entirely on OSEP activities in the area of early intervention. Because P.L. 99-457 directed that data on 3- through 5-year-olds were no longer to be reported by handicapping condition, preschoolers are not included in any of the discussions of number of students with different handicapping conditions.[5]

NUMBER OF STUDENTS SERVED

Total Number of Children

During the 1987-88 school year, 4,494,280 children with handicaps from birth through age 21 were served under Chapter 1 of ECIA (SOP) and EHA-B. Most (94 percent) of these children were served under EHA-B, with the remainder served under ECIA (SOP). (Numbers served in each State are presented in Appendix A, Table AA1.)

Table 1 presents the number of children served under each of the programs during the past 12 school years. The number of children served in 1987-88 represented an increase of 72,679 or 1.6 percent over the figure for 1986-87 and an increase of 21.2 percent over the figure reported in 1976-77. As will be discussed later in the chapter, the overall increase in the number of children with handicaps reported can be attributed to increases in both the preschool and

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[4] The Preschool Grant Program is discussed in Chapter III.

[5] Note, however, that data by handicapping condition in the past ten Annual Reports did include preschool children. Thus, the data by handicapping condition from past years cannot be compared to the data for school year 1987-88 except for older age groups.

TABLE 1

Number and Percentage Change in Number of Children Aged 3 through 21 Years Counted Under Chapter 1 of ECIA (SOP) and EHA-B from School Year 1976-77 to 1987-88

School Year	Percentage Change in Total Number Served from Previous Year	Total Served	EHA-B	ECIA (SOP)
1987-88	1.6	4,494,280	4,235,263	259,017
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85	0.5	4,362,968	4,113,312[a]	249,245
1983-84	1.0	4,341,390	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

[a] Beginning in 1984-85, the number of handicapped children reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

school age groups. There were 22,652 more preschool children served under EHA-B in 1987-88 than in the previous year. Among children aged 6 through 21, the largest increases occurred in the number of children with learning disabilities (37,264) and speech impairments (17,221).

Figure 1 shows the total numbers of children counted under EHA-B and ECIA (SOP) from 1976-77 to 1987-88. The number of handicapped children increased steadily in the early years, but had begun to level off during the early 1980s. The numbers began to climb again when a sizable increase was recorded in 1986-87 which was followed by an even greater increase for 1987-88.

The longitudinal data on number of children served can be difficult to interpret because the size of the population between the ages of 3 and 21 has changed since the enactment of the EHA. Figure 1 also shows the number of children counted under EHA-B and ECIA (SOP) as a percentage of the general population between 3 and 21,[6] which ranges from 4.8 percent in 1976-77 to 6.6 percent in 1987-88. For 1987-88, the nearly 4.5 million children served under EHA-B and ECIA (SOP) represented 6.6 percent of the general population between 3 and 21 years of age. With the changes in the overall population of children in the last 10 years taken into account, the data on the percentage of population served under the two programs show a more or less steady increase between 1977 and 1988.

Figure 2 shows the extent of State-to-State variation in the percentage of children served under EHA-B and ECIA (SOP). While nationally 6.6 percent of children and youth between the ages of 3 and 21 were served under one of the two programs, the percentage in individual States ranged from a low of 3.89 percent (Hawaii) to a high of 9.9 percent (Massachusetts). (The percentage of children served in each State is shown in Table AA21 in Appendix A.)

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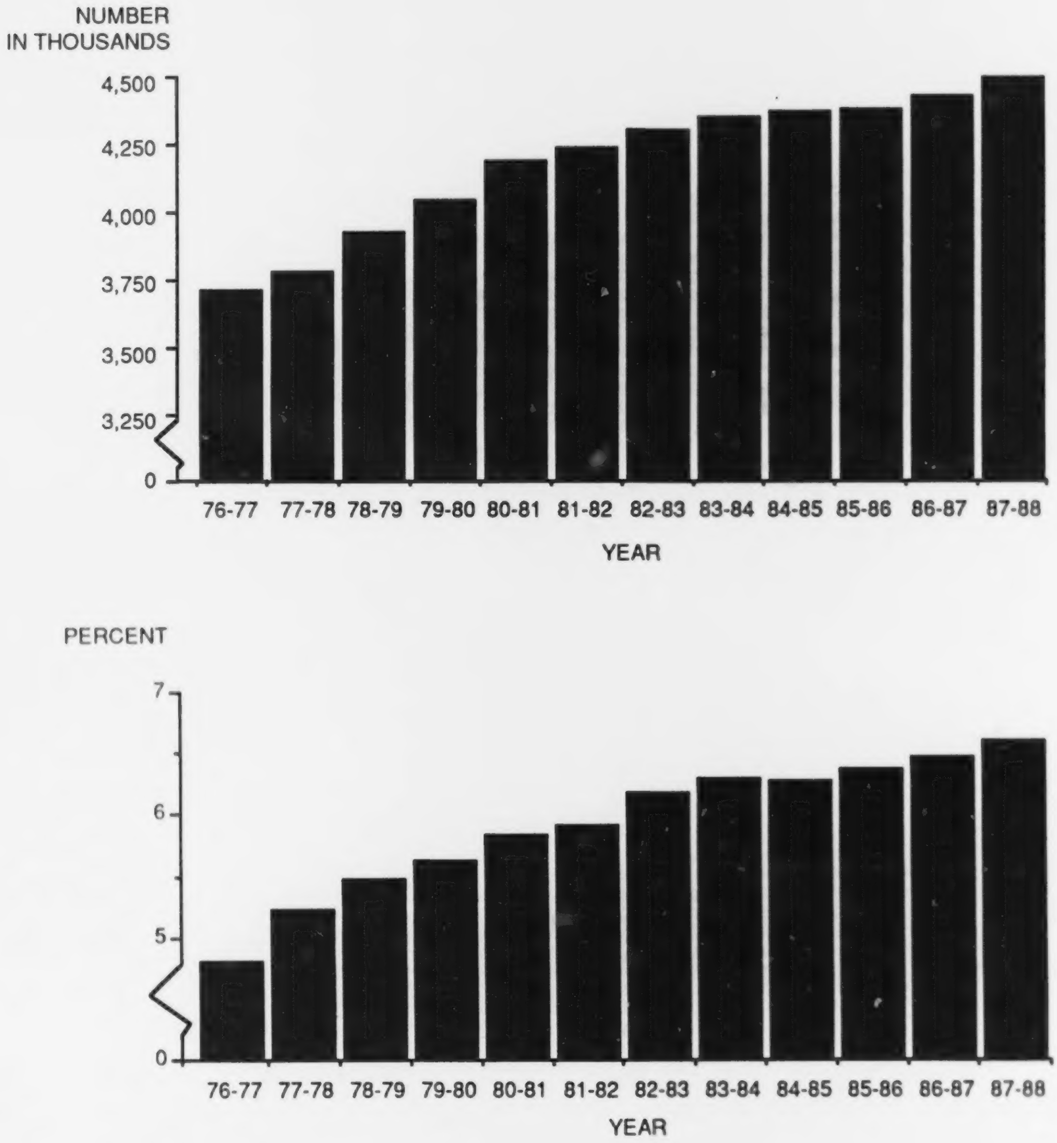
[6] The reader is cautioned that these percentages are based on *population* not *enrollment*. Some previous Annual Reports presented percentages based on enrollment which cannot be compared to the percentage data in this Report.

All references to population data in this chapter are based on population estimates from the U.S. Bureau of the Census. Percentages for EHA are calculated by dividing the number of 3- through 21-year-old children counted under EHA by the number of children in the population. Percentages for both laws combined are calculated by dividing the number of children served by the number of 3- through 21-year-olds in the population.

FIGURE 1

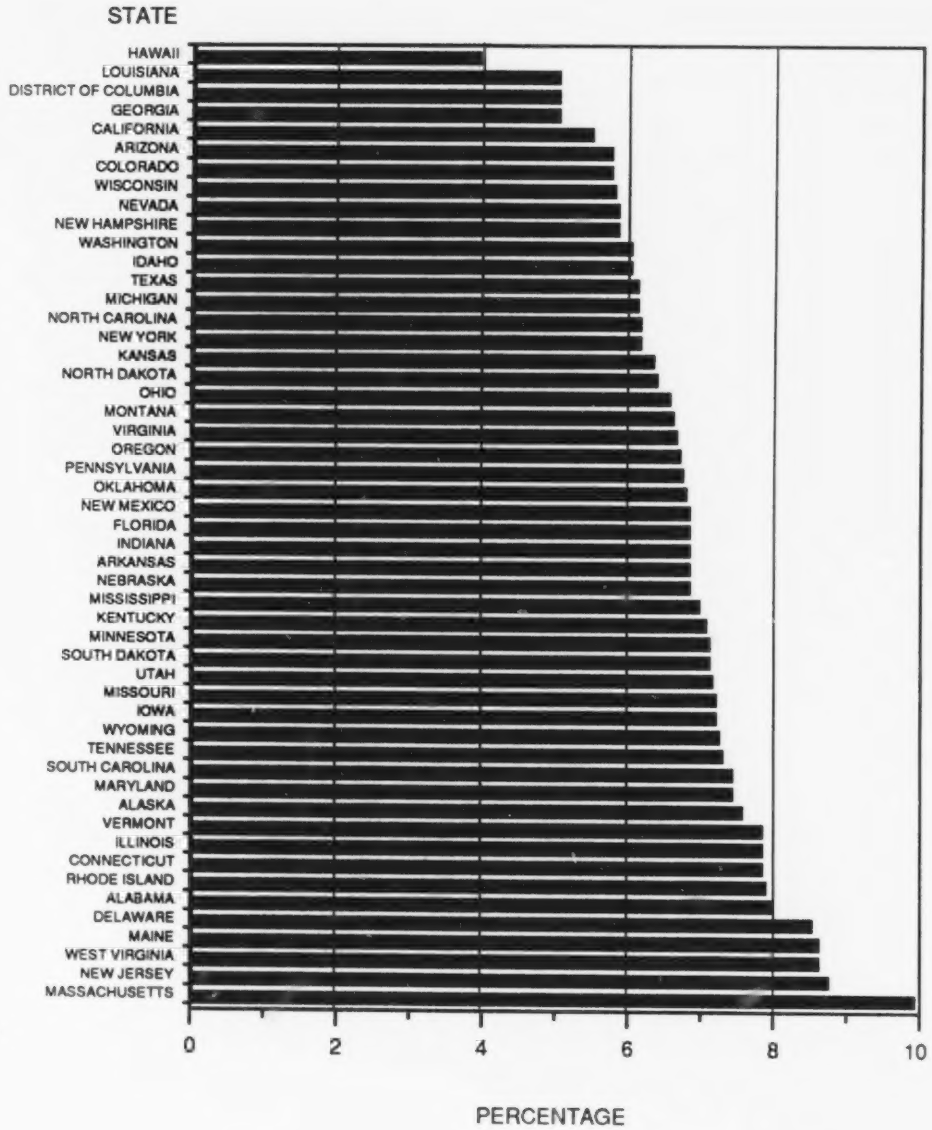
Number And Percentage Of Children Served Under EHA-B And ECIA (SOP), School Years 1976-77 To 1987-88



NOTE: The figures represent children birth through 20 years old served under Chapter 1 of ECIA (SOP) and children 3 through 21 years old served under EHA-B. Percent of children is based on population counts for children 3 through 21 compiled by the U.S. Bureau of the Census.

FIGURE 2

State-To-State Differences In Percentage Of Children Served Under EHA-B And ECIA (SOP), School Year 1987-88



Within the 6- through 17-year-old age range (the minimum age range served by all States), the percentage of the population served under the two programs ranged from 6.0 (Hawaii) to 14.3 (Massachusetts). There were six States serving fewer than 8 percent and six States over 11 percent. For the nation, the percentage of the population between 6 and 17 served under EHA-B and ECIA (SOP) was 9.3.

Data on the year-to-year change in number of children served under both laws show that 36 States and the District of Columbia reported serving more children in 1987-88 than they had in the previous year. As shown in Table 2, 11 States and four Territories reported increases of more than 4 percent over the 1986-87 year. The States showing the largest percentage increases were Florida (a 6.9 percent increase), Alaska, Mississippi (both 5.2 percent), and Colorado (5.1 percent). The largest numbers of new children were reported by States with large populations: California (18,958 new children served), Florida (12,549), and Texas (10,237). (The actual numbers and percentage changes for each State are shown in Appendix A, Table AA17).

AGES OF STUDENTS SERVED

Students Served in Different Age Groups

EHA-B funding can be used to serve children from age 3 through 21 while ECIA (SOP) funding through the 1987-88 school year served children birth through age 20. Most of the children served under both programs, however, are between the ages of 6 and 17 (see Table 3 and Figure 3). The largest group of children who received special education and related services, over 2.1 million (or 47 percent), were between the ages of 6 and 11; nearly as many (1.7 million or 40 percent) were between the ages of 12 and 17. Children aged five and under accounted for 8.1 percent of the children who received services under the two programs. Nearly 30,000 infants and toddlers were served under ECIA (SOP) and 337,000 preschoolers received services under EHA-B and ECIA (SOP).

The data on preschool children represent the first opportunity to examine the impact of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986. P.L. 99-457 contains incentives to encourage States to increase the numbers of 3- through 5-year-old children with handicaps they serve. By 1991-92, States must provide a free appropriate public education to all students with handicaps in this age group to receive any funding for preschoolers under EHA or ECIA (SOP).

On December 1, 1986, States reported that 265,814 children between the ages of 3 and 5 were receiving services under EHA-B. A year later in December 1987,

TABLE 2

States Showing Increases or Decreases in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B

Percentage Change from 1986-87 to 1987-88					
Less Than -4.0	-2.1 to -4.0	-2.0 to 0	.1 to 2.0	2.1 to 4.0	More Than 4.0
Delaware	Arkansas	Connecticut	Arizona	Idaho	Alabama
Louisiana	Oklahoma	Georgia	District of Columbia	Kentucky	Alaska
Puerto Rico	West Virginia	Maryland	Hawaii	Nevada	California
		Michigan	Illinois	New Hampshire	Colorado
		Missouri	Indiana	Pennsylvania	Florida
		Montana	Iowa	South Carolina	Maine
		New York	Kansas	South Dakota	Mississippi
		Ohio	Massachusetts	Texas	New Mexico
		Wyoming	Minnesota	Wisconsin	Utah
			Nebraska		Vermont
			New Jersey		Washington
			North Carolina		American Samoa
			North Dakota		Northern Marianas
			Oregon		Virgin Islands
			Rhode Island		Bureau of Indian Affairs
			Tennessee		
			Virginia		
			Guam		

TABLE 3

Number of Students Served Under EHA-B and Chapter 1 of ECIA (SOP) by Age Group During 1987-88

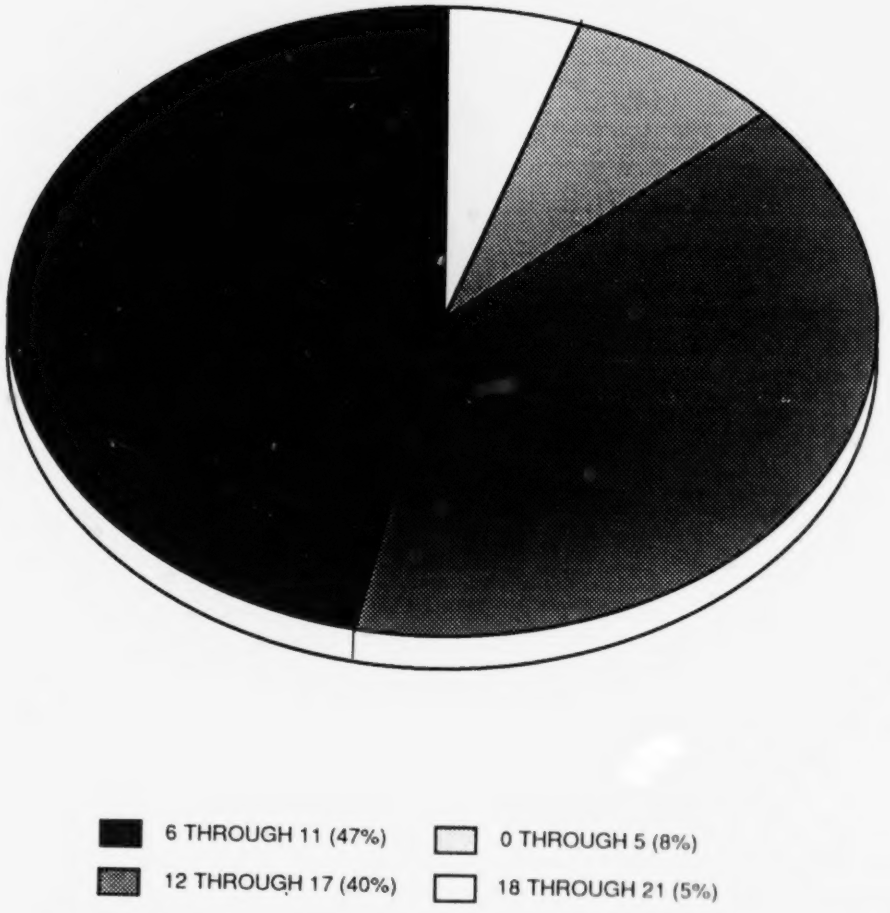
	EHA-B		Chapter 1		Total	
Age Group	Number	Percentage	Number	Percentage	Number	Percentage
0-2	[a]	NA	29,728	11%	29,728	1%
3-5	288,459	7%	48,525	19	336,984	7
6-11	2,050,329	48	70,286	27	2,120,615	47
12-17	1,698,640	40	83,056	32	1,781,696	40
18+	197,835	5	27,422	11	225,257	5

Note: Percentages are within column.

[a] Birth through 2 year olds are not eligible for EHA-B funding.

FIGURE 3

Percentage of Students Served Under EHA-B and ECIA (SOP) by Age Groups, School Year 1987-88



States reported serving 288,459 preschoolers. The difference of 22,645 was an increase of 8.5 percent in one year.[7]

Preschool children are also served under Chapter 1 of ECIA (SOP). Year-to-year changes cannot be computed for ECIA (SOP) because 1987-88 was the first year that child counts were collected by age for this program. States reported that 48,525 children between the ages of 3 and 5 were served under this program in October 1987.

For the 50 States and the District of Columbia, 3.1 percent of the general population between the ages of 3 and 5 received special education services under the two programs in 1987-88. There was, however, wide diversity across the States in the percentage of preschoolers served, ranging from a low of 1.19 percent (Hawaii) of all children 3 through 5 to a high of 5.79 (Maine). Figure 4 shows the percentages of preschoolers served under both programs in each of the States.

Students Served of Different Ages

Data on the precise ages of the children served are available only for EHA-B. As Figure 5 shows, more 8-year-olds were served than any other age year; 375,266 8-year-olds received special education services. The number of children who received special education and related services under EHA-B increases at each age year from age 3 through age 8. The number drops off gradually with each successive age year after age 8 until age 16. After age 16, the number of students receiving special education decreases sharply. Special eduation students dropping out of school may explain some of the decline at ages 16 and 17. By age 19, when most students have graduated, there were only 43,484 students receiving special education, even though many States will continue to provide services to students through age 21. (Chapter IV discusses data on the circumstances by which students exit from secondary school.)

Since the number of children in the general population varies from one age year to the next, the percentage of the population served at each age group presents a slightly smoother curve (Figure 5). The percentage of children served increases from 1 percent for 3-year-olds to nearly 5 percent for 5-year-olds and peaks at roughly 11 percent for 8- and 9-year-olds. The percentage that received

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[7] There are several ways to compute the number of additional 3- to 5-year-olds who received special education services in 1987-88, each yielding a somewhat different figure. The precise size of the increase in number of preschool children served varies depending on several factors, including the use of the December or March counts and inclusion or exclusion of revisions submitted by States. Alternative computations of the increase are presented in Chapter III. The number reported in this chapter is comparable to figures reported in past years and the best base to use for charting growth in future years.

FIGURE 4

State-To-State Differences In Percentage Of Children Aged 3-5 Served Under EHA-B And ECIA (SOP), School Year 1987-88

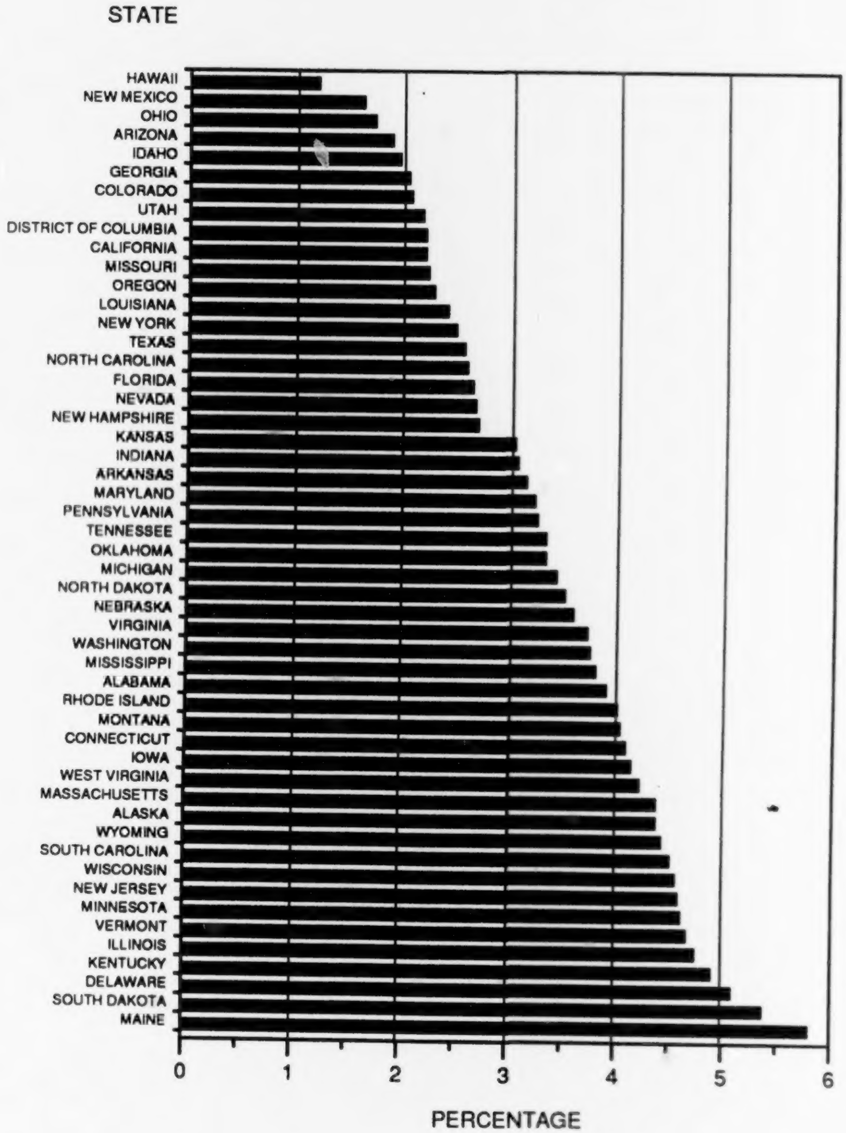
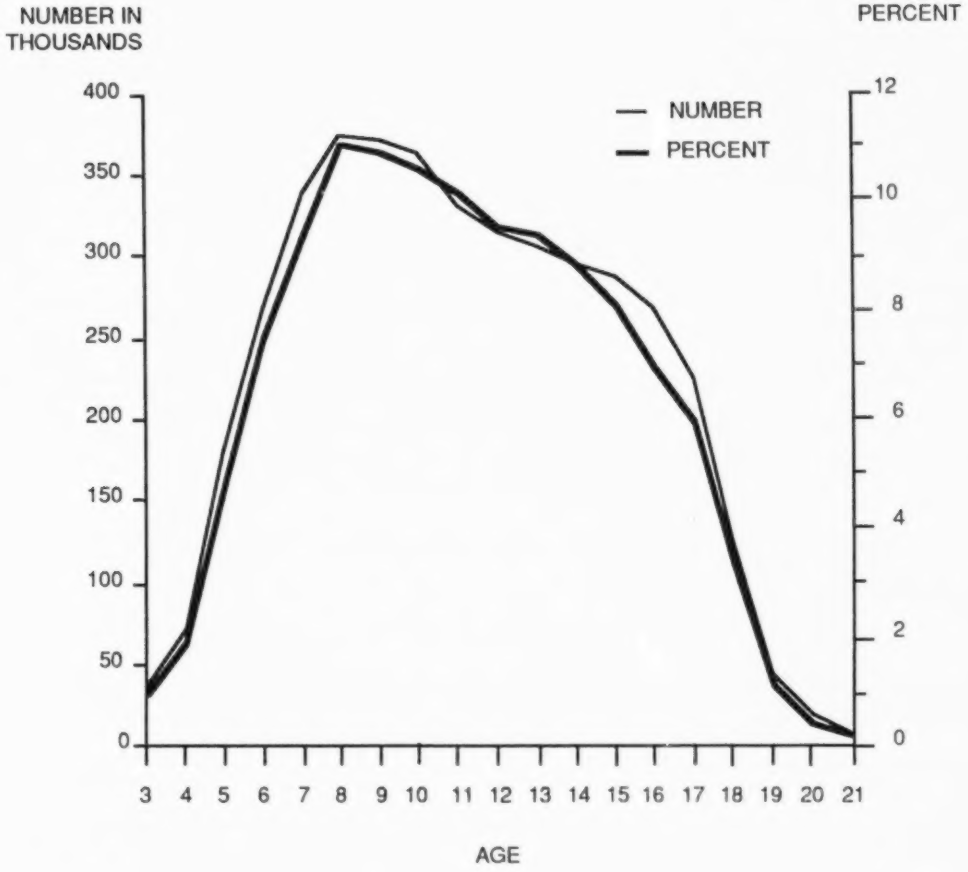


FIGURE 5

Number And Percentage Of Children Served Under EHA-B By Age Year, School Year 1987-88



NOTE: Percentage is based on population counts for July 1987 compiled by the U.S. Bureau of the Census services drops to under 6 percent for 16-year-olds and to a little over 1 percent for 19-year-olds. (Additional age year data are presented in Appendix A, Tables AA15 and AA16.)

HANDICAPPING CONDITIONS OF STUDENTS SERVED

The number of children reported under EHA-B and ECIA (SOP) for different handicapping conditions is shown in Table 4 and Figure 6. As in past years, the largest number of handicapped children were classified as learning disabled, followed by speech impaired. The four most frequent handicapping conditions (learning disabled, speech impaired, mentally retarded, and emotionally disturbed) accounted for the great majority (94 percent) of the children served under the two programs. Of the total number of children between the ages of 6 and 21 classified under the two programs, 47.0 percent were served as learning disabled, 23.2 percent as speech impaired, 14.6 percent as mentally retarded, and 9.1 percent as emotionally disturbed.

An examination of the year-to-year change in numbers of 6- through 21-year-old students with each handicapping condition served under EHA-B shows that the largest numerical changes occurred in the categories of learning disabled (+37,264), speech impaired (+17,221), and mentally retarded (-16,875). (See Table 5.) The categories with the greatest percentage change were all less frequent or low incidence handicapping conditions. The category of other health impaired increased by 5.8 percent over 1986-87, followed by deaf-blind, which increased 5.4 percent, and orthopedically impaired, which increased 4.7 percent.

The sections that follow present national and State data for selected disability categories. Each section includes the percentage of 6- through 17-year-olds served under ECIA (SOP) and the EHA-B (see Appendix A, Table AA22a). The 6 through 17 range was selected because all States provide special education services for students in this age range and, therefore, the percentages are for a comparable eligible population. The sections also discuss changes in the number of 6- through 21-year-olds served under EHA (see Appendix A, Table AA20). As explained earlier in the chapter, the data for preschoolers are not included because they are no longer available by handicapping condition. The data for ECIA (SOP) are not included in discussions of change because they were not available by age group prior to 1987-88.

The data for individual handicapping conditions show considerable State-to-State variation. There are several possible explanations for these differences, including differing classification practices, different populations of students, and inaccurate reporting. A thorough investigation of the contribution of these or other factors contributing to the State-to-State variation in the 1987-88 data has not been undertaken.

TABLE 4

Students Served Under Chapter 1 of ECIA (SOP) and EHA-B by Handicapping Condition[a]

	EHA-B		ECIA (SOP)		Total	
Handicapping Condition	Number	Percentage[b]	Number	Percentage[b]	Number	Percentage[b]
Learning disabled	1,917,935	48.6	23,796	13.2	1,941,731	47.0
Speech or language impaired	946,904	24.0	9,236	5.1	956,140	23.2
Mentally retarded	539,717	13.7	61,571	34.1	601,288	14.6
Emotionally disturbed	336,992	8.5	37,738	20.9	374,730	9.1
Multihandicapped	63,046	1.6	16,086	8.9	79,132	1.9
Hard of hearing and deaf	40,324	1.0	16,613	9.2	56,937	1.4
Orthopedically impaired	41,084	1.0	6,325	3.5	47,409	1.1
Other health impaired	43,093	1.1	2,772	1.5	45,865	1.1
Visually handicapped	16,932	0.4	5,932	3.3	22,864	0.6
Deaf-blind	777	0.0	695	0.4	1,472	0.0
All conditions	3,946,804	100.0	180,764	100.0	4,127,568	100.0

[a] The figures represent children from 6 to 20 served under Chapter 1 of ECIA (SOP) and children from 6 to 21 years old served under EHA-B.

[b] Percentages are within column.

FIGURE 6

Percentage Of Students (6-21) Served under EHA-B and ECIA (SOP) by Handicapping Condition, School Year 1987-88

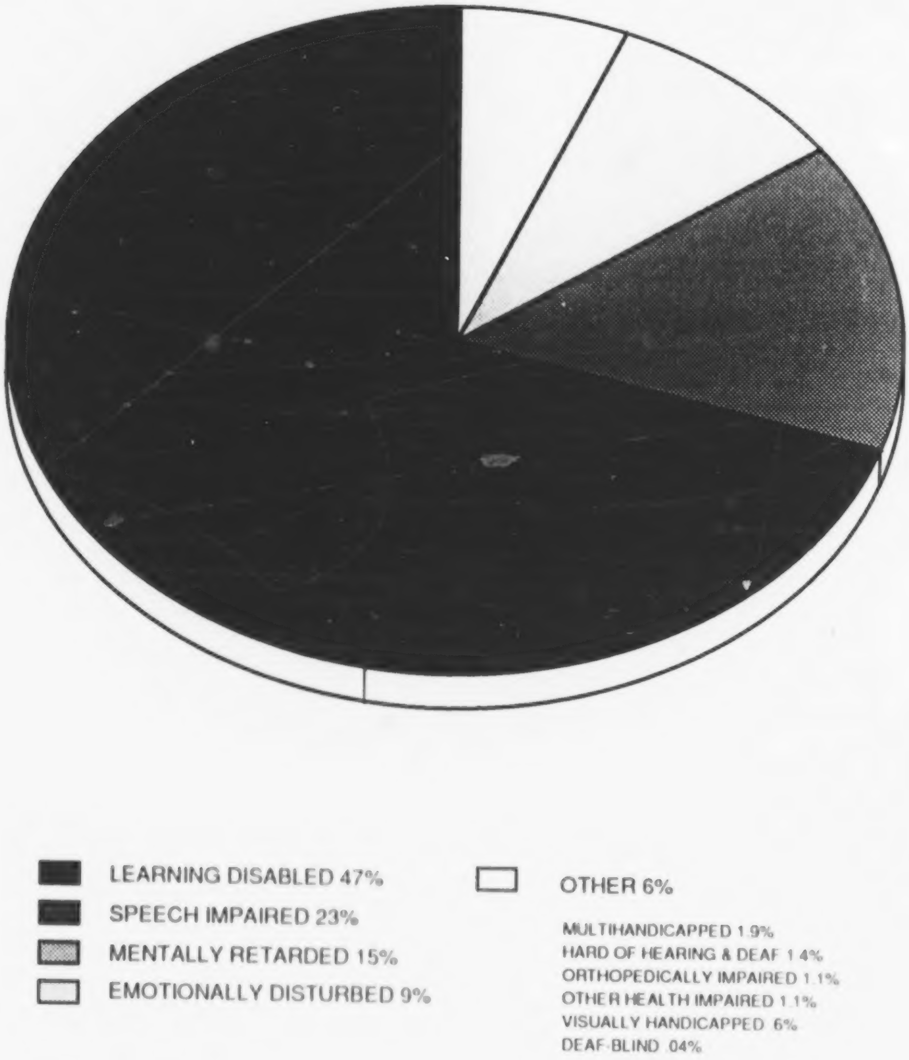


TABLE 5

Changes Between 1986-87 and 1987-88 in Number and Percentage of Children Ages 6 Through 21 Served Under EHA-B by Handicapping Condition

	Changes (1986-87 to 1987-88)	
Handicapping Condition	Number	Percentage
Learning disabled	37,264	2.0
Speech impaired	17,221	1.9
Mentally retarded	-16,875	-3.0
Emotionally disturbed	2,407	.7
Hard of hearing and deaf	441	1.1
Multihandicapped	1,696	2.8
Orthopedically impaired	1,851	4.7
Other health impaired	2,365	5.8
Visually handicapped	-484	-2.8
Deaf-blind	40	5.4
All conditions	45,926	1.2

Learning Disabled

Nationally, 4.4 percent of the population from 6 through 17 years received special education under EHA-B and ECIA (SOP) as learning disabled. The range across States was from 2.11 percent (Georgia) to 7.7 percent (Rhode Island). Four States were below 3 percent and four States were above 6 percent.

The four States with the largest increases in number of learning disabled students between the ages of 6 and 21 served under EHA-B were California (+8,434 or 3.9 percent more children than served in 1986-87), Texas (+5,882 or 3.8 percent), Florida (+5,617 or 8.0 percent), and Illinois (+3,149 or 3.5 percent). The greatest percentage increases over 1986-87 were reported by Puerto Rico (+16.3 percent or 1,313 children) and Utah (10.2 percent or 1,600 children). Several States reported sizable decreases in the number of students with learning disabilities, including Louisiana (-6,269 or a 20.1 percent decrease) and Maryland (-4,792 or a 9.8 percent decrease). Louisiana served 8.0 percent (or 5,142) fewer children in special education across all categories than in the previous year. Maryland, however, had an overall decrease in the total number of students served under EHA-B of only 553 children due largely to the fact that the State served nearly 3,000 more children as speech impaired.

Speech Impaired

With 2.28 percent of the national population between the ages of 6 and 17 served under the EHA-B and ECIA (SOP) as speech impaired, this group represents the second most frequent handicapping condition for this age group. Across States, the percentage of children served ranged from .83 (New York) to 4.08 (New Jersey).

The States reporting the greatest increase in number of speech impaired children under EHA-B between the ages of 6 and 21 were Florida (+3,547 or 7.1 percent), California (+3,010 or 3.6 percent), Tennessee (+2,975 or 13.3 percent), and Maryland (+2,950 or 14.3 percent). The greatest percentage increase from the previous year was reported by the District of Columbia (14.4 percent or 129 more speech impaired children), Maryland, and Tennessee. New York reported the greatest decrease with 2,888 (or -12.1 percent) fewer speech impaired children in 1987-88 than the previous year. The greatest percentage decreases were reported by Puerto Rico (-28.9 percent or 547 children) and New York.

Mentally Retarded

Slightly more than 1 percent of the national population between the ages of 6 and 17 was served under the EHA-B and ECIA (SOP) and classified as mentally retarded. The percentages for individual States ranged from lows of .33 in Alaska and .41 in New Jersey to highs of 2.99 in Massachusetts and 3.32 in Alabama.

Proportionately, over 10 times more children were reported as mentally retarded in Alabama as in Alaska.

Examining the year-to-year change for individual States shows that 40 of the 50 States, D.C., and Puerto Rico reported fewer mentally retarded children served under the EHA-B between the ages of 6 and 21 in 1987-88 than in the previous year. The greatest numerical decreases were reported by Puerto Rico (-2,089 or 10.9 percent), New York (-1,709 or 7.7 percent), Pennsylvania (-1,311 or 4.1 percent), Illinois (-1,125 or 5.6 percent), and Alabama (-1,077 or 3.5 percent). As a proportion of the children served in 1986-87, the greatest decreases were reported by Vermont (-18.5 percent or 139 children), New Jersey (-11.1 percent or 670 children), and Puerto Rico.

Of the States reporting increases in the number of children with mental retardation, most additional children with mental retardation between the ages of 6 and 21 were reported by Florida and Massachusetts (372 or 1.9 percent increase for Florida and 285 or 1.1 percent for Massachusetts). The greatest percentage increases were 9.8 percent in Nevada (88 children) and 7.6 percent in Hawaii (77 children).

Deaf-Blind

Forty more children between the ages of 6 and 21 were reported as deaf-blind in 1987-88 than in the previous year. This represented an increase of 5.4 percent for 1987-88, bringing the total number of deaf-blind children to 777. The number of deaf-blind children reported by States ranged from 0 (reported by several States) to a high of 136 in California.

Data on deaf-blind students are also reported by State Title VI-C Coordinators. In the past, there have been discrepancies between these numbers and those reported by the SEA under EHA-B and ECIA (SOP). In the 1983 amendments to EHA, Congress directed the Department of Education to reconcile these differences and to report the findings triennially. A study of the major reasons for the differences in the two sets of numbers has shown that: (1) for EHA-B and ECIA (SOP) reporting purposes, SEAs did not use the category of deaf-blind or used it sparingly; instead they tended to classify these students under other handicapping conditions (such as multihandicapped), or under their primary handicapping condition (such as hearing impaired); (2) some percentage of individuals are not reported by SEAs for EHA-B and ECIA (SOP) because they are over or under the State's mandated age for the provision of service. Other data on deaf-blind students collected as part of the reconcilation study are reported in Appendix B.

Other Handicapping Conditions

Of the remaining six handicapping conditions, the greatest year-to-year change was in the category of other health impaired which increased 2,365 children or 5.8 percent over 1986-87. A large part of the increase was due to the State of Texas which reported 1,163 or 18 percent more other health impaired students than had been reported in the previous year.

SUMMARY

During the 1987-88 school year, the number of children who received special education and related services continued to grow as it has done every year since 1976. The 4,494,280 children who received services under the EHA-B and ECIA (SOP) represented an increase of 1.6 percent over the number served in 1986-87. Nationwide, 6.6 percent of the general population between the ages of 3 and 21 received special education and related services although the percentage served varied across the individual States from a low of 3.9 percent to a high of 9.9 percent. Most of the children served, about 3.9 million, were between the ages of 6 and 17. The number of 3- through 5-year-olds who received special education increased in 1987-88 to a total of almost 337,000.

As in past years, the most frequent handicapping classification among children aged 6 and older was learning disabilities. Forty-seven percent of the handicapped students between the ages of 6 and 21 were classified as learning disabled. The 37,264 more students classified as learning disabled under EHA in 1987-88 represented an increase of 2 percent over the previous year.

CHAPTER II

STATE VARIATION IN THE PLACEMENT OF CHILDREN WITH HANDICAPS

The least restrictive environment provision of the Education of the Handicapped Act, as amended, created a presumption in favor of educating children with handicaps in regular education environments. Placement in the least restrictive environment (LRE) has been discussed and contested in advocacy efforts, professional literature, the courts, countless due process hearings, and in the regulation development process for the 12 years since the law's signing. The statute and its implementing regulations require that, first, educational services appropriate for each child be defined annually in an Individualized Education Program (IEP), and, second, an educational placement be selected from a continuum of alternatives so that the individually appropriate education can be delivered in the setting that is least removed from the regular education environment, while simultaneously offering the greatest interaction with children who are not handicapped. To assist in implementing the least restrictive environment requirement, Federal monitoring, discretionary grants, and technical assistance efforts have been designed to build the capacity of regular educational environments to serve children with disabilities. (See Chapter VII for a discussion of the results of OSEP monitoring provisions of EHA.)

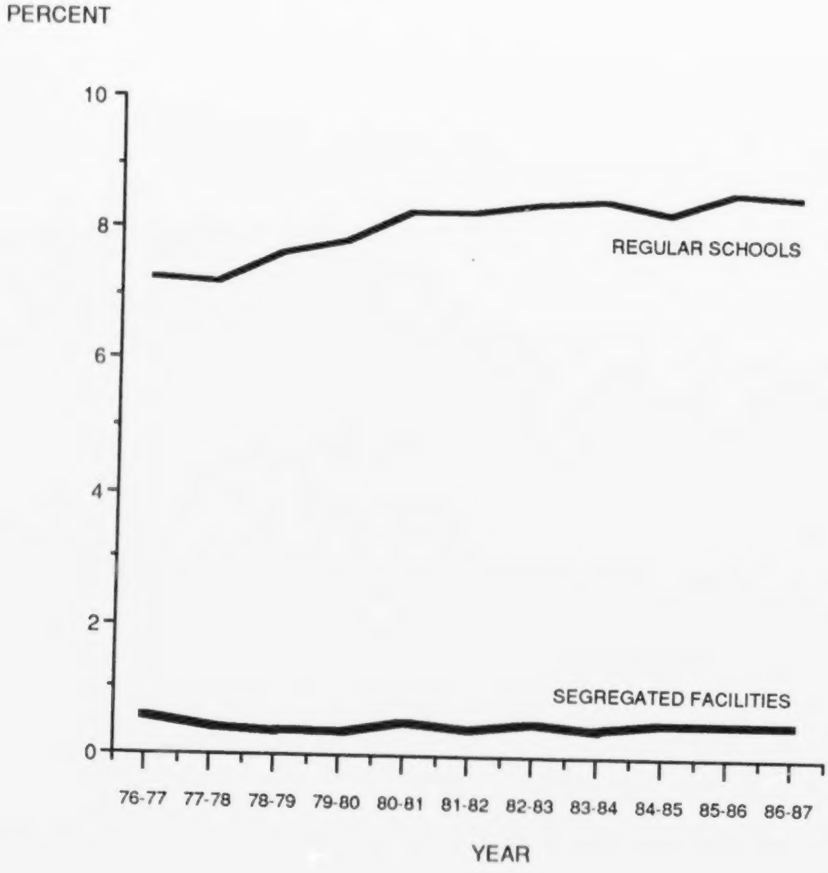
Students with handicaps may receive special education services in one of six settings: regular class, resource room, separate class, separate school facility, residential facility, homebound/hospital, and correctional facility. A regular classroom placement indicates that the student receives special education and related services for 20 percent of the school day or less; resource room placement indicates between 21 percent and 60 percent of the school day; special classroom placement, 61 percent or more of the school day. These definitions differ somewhat from those used in Chapter VI, concerning special education expenditures.

Although a body of significant professional literature has developed concerning least restrictive environment issues, current data indicate little change over time in the use of various settings nationally. Figure 7, which presents data from 1976-77 to 1986-87, reveals little change in the use of segregated facilities for students with handicaps over the decade. The increase in regular class placements most likely reflects the increase in the numbers of students with identified learning disabilities, who often can be served within regular school environments.

It is possible to account for the relative lack of change observed in Figure 7 as a reflection of relatively static patterns in the educational needs of students with different types and levels of disabilities. To the extent this interpretation may be true, little potential for change in placement practices would exist. The considerable variety in placement patterns from State to State, however, suggests

FIGURE 7

Percentage Of Children Aged 6-17 In Regular Schools And Segregated Facilities From 1976-77 To 1986-87



NOTE: Regular schools include regular rooms, resource rooms and separate classes. Segregated facilities include public and private separate schools and residential facilities and homebound/hospital environments.

Percentage of children served is based on estimated resident population counts for each year; resident populations are estimated by the U.S. Bureau of the Census.

The figure depicts handicapped children in regular schools and segregated placements as a percentage of the population of 6-17 year olds.

another possibility: that factors other than types and extent of disabilities are operating in placement decisions. This latter hypothesis indicates that some capacity for change exists. This chapter investigates this possibility by examining State-to-State variability in use of various placements during the 1986-87 school year, the most recent for which data are available. Clear information on the nature of this variability could aid State and Federal policy makers in setting priorities and could provide a baseline against which future change could be measured.

This chapter addresses two questions: 1) to what extent are students with handicaps placed in environments that remove them from the regular education environment? and 2) how do States vary in the use of placement categories?

PLACEMENT RATE

This chapter discusses State placement patterns in terms of the *placement rate and cumulative placement rate for a State.* The placement rate was computed by taking the number of special education students aged 6 through 17 years in a State served in a particular educational placement and dividing it by the State's total population in this age group. The cumulative placement rate statistic shows the percentage of school-aged students in a State served in a particular educational placement and all more segregated placements.

The flexibility of States to determine eligibility for special education affects the overall number of children with handicaps who are served. Consequently, comparisons across States must be made in terms of the total school age population, not just the numbers receiving special education services. If we computed the placement rate as a function of the total special education child count rather than the State population, a State with a small overall special education child count that is serving few children with mild handicaps might incorrectly appear to be serving a large number of children in more segregated environments. Appendix A, Table BH3 shows the population figures used to compute the placement rate.

The *cumulative placement rate* is the sum of the rates for combinations of placements beginning with residential placements, then adding separate day schools, separate classes and continuing with placements providing greater and greater opportunity for interaction with nonhandicapped students.

The cumulative placement rate appears to produce the most directly comparable data at the more restrictive end of the continuum of placement alternatives. The reason is that States differ in the rate at which they identify children with mild academic handicaps and assign them to special education. This variability makes State figures on the use of regular class placements in large part a function of each States' overall identification rate, which hinders accurate State-to-State comparisons of placement practices. In contrast, data collected on special education placements should be assumed to be most comparable for the more segregated environments of special day schools and residential schools. By examining the proportion of students served in more segregated settings, one can also draw inferences about use of less segregated environments.

This chapter limits analysis to the 6 through 17 age group, since States differ in the extent to which they include students under age 6 and over age 17 in mandatory education programs. States also differ in how they define and categorize various handicapping conditions; therefore, this chapter reports on the total group receiving special education services, not on placement practices for different handicapping conditions. The discussion also excludes the data on home and hospital placements because too little is known about how this placement category is used by the States and because relatively few children are served in these placements.

RESULTS

National Findings

Table 6 summarizes the data for each of the six educational placements for the 50 States, the District of Columbia, and Puerto Rico. Nationally, nearly 43 percent of students with handicaps, aged 6 through 17 years, are served in resource rooms with another 27 percent served in regular classes. Thus, nearly 70 percent of special education students spend a substantial amount of time in regular education classes. In addition, slightly less than 25 percent of students with handicaps are educated in regular school buildings, but are served primarily in segregated classes. Combining this figure with the figures for regular class and resource room makes about 94 percent of children with handicaps educated in regular school buildings. Therefore, about 6 percent, nearly 216,000 students, are educated in programs outside the regular school building. These placements include public and private separate day schools and residential facilities. Nationally, schools place 6- through 17-year-olds in separate day school facilities at a rate of approximately 3,600 per million and in residential facilities at a rate of approximately 720 per million. Nationally, the combined rate of placement of special education students in segregated facilities is approximately 4,300 per million of same-aged population.

State Comparisons

States place students in segregated day and residential facilities at different rates, as Figure 8 shows. The length of each bar reflects the cumulative rate of placement in segregated programs, with the shaded portion showing rate of placement in separate day schools and the unshaded portion showing rate of placement in residential programs. Day schools serve the largest proportion of segregated students.

TABLE 6

Number, Percentage, and Placement Rates of Students with Handicaps, 6 - 17 Years Old, Served in Different Educational Environments School Year 1986-87

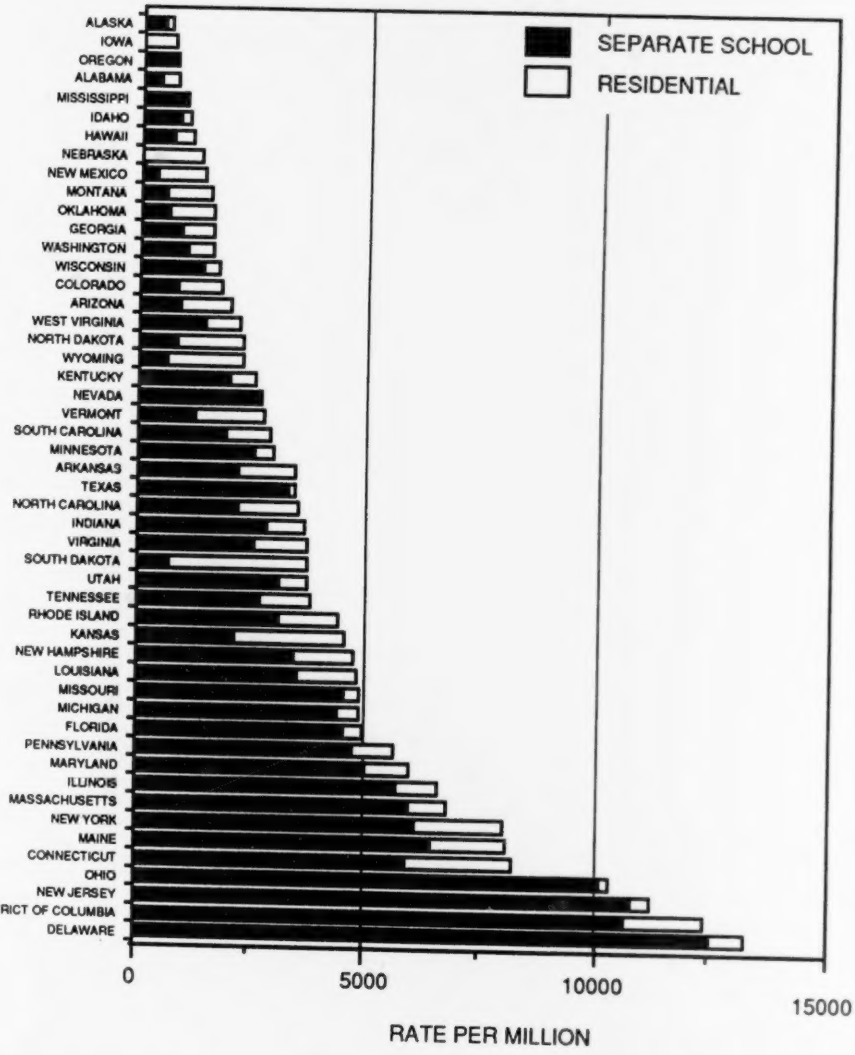
Placement	Number	Percentage of All Special Education Placements	Placement Rate per Million[a]
Regular class	1,041,967	27.2	25,081
Resource room	1,643,914	42.8	39,570
Separate class	935,991	24.4	22,530
Separate school facility	149,003	3.9	3,587
Residential facility	30,043	0.8	723
Homebound/hospital	27,765	0.7	668
Correctional facility	8,920	0.2	215
Total	3,837,603	100.0	92,374

[a] Based on resident population of 6- through 17-year-olds. Data provided Appendix A, Table AF3.

Note: Includes 50 States, the District of Columbia, and Puerto Rico.

FIGURE 8

Placement Rate For Students With Handicaps 6-17 Years Old In Separate Schools And Residential Facilities, School Year 1986-87



NOTE: California did not report students in separate school facilities, but included them with students in separate classes; therefore California is not included here.

There is considerable State-to-State variation. For example, in Delaware the rate is about 13,000 children per million of same-age population, over 20 times the rate in Alaska (about 600 children per million). The contrast between the five States that place the fewest students in separate school facilities and that of other States also indicates this variability. The average State places nearly six times as many students in segregated school settings as do those five States, and seven States place students in segregated settings at more than 10 times the low rate.

Figure 8 also shows substantial variation among States in the placement rate for residential programs. For example, Ohio and Connecticut are among the States with the highest placement rates outside regular schools, yet they differ substantially in their residential placement rates.

Figure 9 displays the cumulative placement rate in three environments: separate classes within regular schools, separate day schools, and residential facilities. Some variation exists, although less than that shown in Figure 8. Those States with the highest rates are about five times more likely to have children placed in separate classes or facilities than those with the lowest rates. Except for the District of Columbia, States place substantially more students with handicaps in separate classes than in segregated placements (combined day and residential programs). The numbers of students in separate classes are large enough to have the potential of altering rankings between Figure 8 and Figure 9. Even so, seven of the 10 States with the highest cumulative placement rate for separate classes plus segregated facilities were also among the 10 States with the highest placement rate for segregated facilities alone.

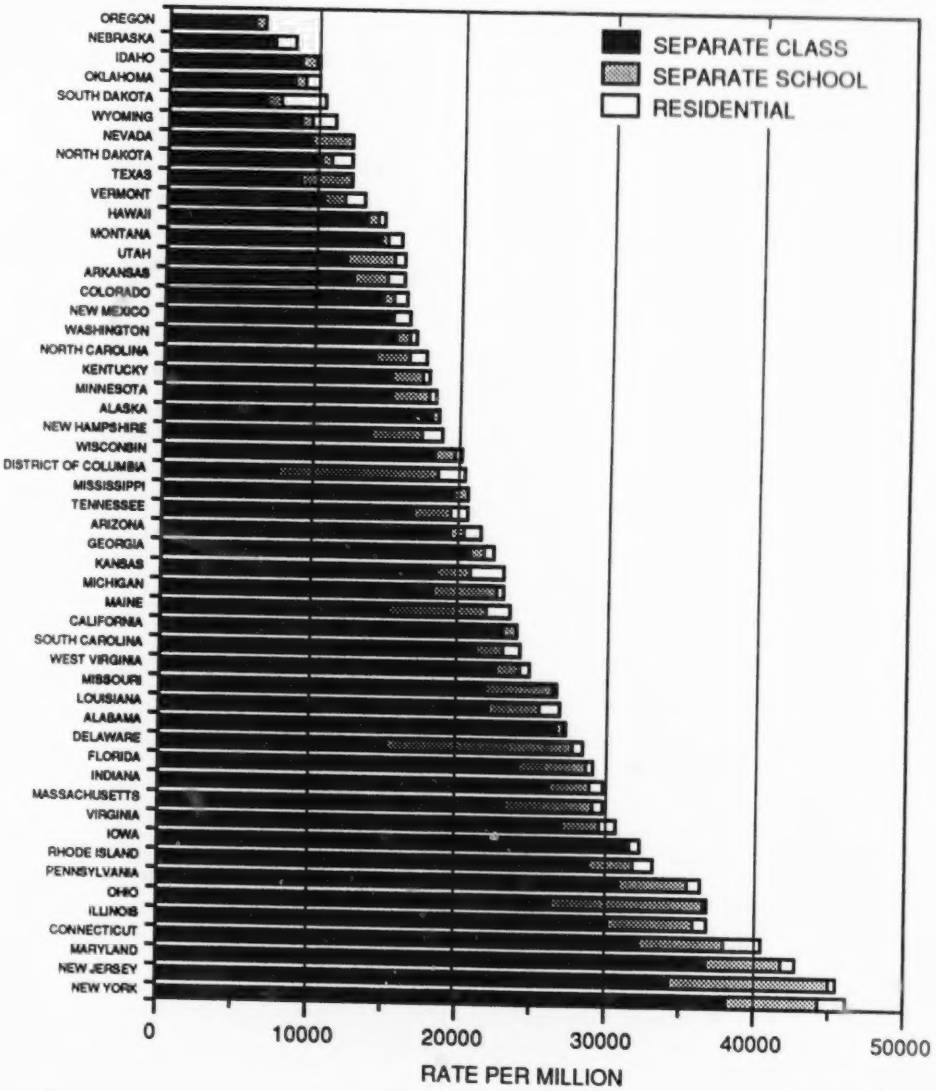
DISCUSSION

Data reported by States for the 1986-87 school year show that approximately 6 percent of 6- through 17-year-old special education students (4,300 students per million same-aged resident population) receive their education in segregated day or residential schools. An additional 25 percent of 6- through 17-year-old special education students attend separate classes. Nearly 27,000 students per million of same-age population receive services in separate classes, segregated day schools, or residential schools. Nationally, the use of separate educational environments has remained relatively stable over the 10 years in which the Department of Education has collected data. However, State-to-State variation in use of the various educational placements is quite high, indicating far less consistency in service patterns than the national data suggest.

Three factors should be considered in interpreting the variability in the placement rate. First, unlike traditional measures of implementation of the LRE statutory and regulatory provisions, the cumulative placement rate statistic highlights the outcome of placement decision-making. Statutory and regulatory requirements, on the other hand, focus on the way that decisions about individual educational goals are to be made, and on the selection of appropriate placements

FIGURE 9

Placement Rate For Students With Handicaps 6-17 Years Old In Separate Classes, Separate Schools, And Residential Facilities School Year 1986-87



NOTE: California did not report students in separate school facilities, but included them with students in separate classes.

to achieve those goals. In and of itself, no particular pattern of placements is consistent with or contradictory to these requirements. However, the statute is clear in requiring that, to the maximum extent appropriate for each student, services be provided in the regular educational environment. The data on State variability seems to indicate that some States have been more successful than others in providing services in regular settings.

Second, the emphasis of the statute and regulations on case-by-case IEP planning and placement decisions by a team of professionals most knowledgeable about each student and the child's parents indicates a very high value placed on providing appropriate services to each individual child. The value placed on individually appropriate services is of equal or greater importance in the statute than the presumption in favor of the regular education environment. Consequently, State data on placement practices alone cannot be interpreted as indicative of the quality of special education in a State. Although a high placement rate for segregated facilities does suggest that a State may be having trouble in achieving placements consistent with the LRE provisions of the law, a low placement rate in segregated settings is not necessarily a testimony to the effectiveness of services. To demonstrate such effectiveness, States would also have to show that students receive the necessary services and achieve successfully.

Third, attributing meaning to the degree of variability across States may be more a matter of values than empirical analysis. It is reasonable to assume that the needs of students are broadly similar across States, and that random variation would be rather small in the summary data on the large number of students served by a State. Thus, the extent of variability suggests that factors in addition to the characteristics of students determine educational placements, and that the decision-making power vested in the IEP process has not been sufficient to overcome these factors.

To what extent might the variability across States be the result of reporting error? Although States have been reporting placement data since the 1976-77 school year, the current categories have been in use for only three years. The current instructions to the States on data reporting represent an improvement over earlier versions, in that they define the various placements operationally. The current definitions, linked as they are to the percentage of time students actually spend in a placement, should ultimately provide greater State-to-State consistency in the use of the placement categories. In addition, sampling error provides no problem, since data must be provided for every school district within a State. The fact that each State administers its own data collection creates the potential for some inconsistency among States in the interpretation of terms and instructions, however. Although OSEP has worked extensively with States during the past two years to improve the comparability of data from State to State, comparability continues to be of concern. In addition, some States have more extensive procedures than others to verify the data reported by LEAs. Differences among States in data collection procedures and terminology could affect a State's placement rate for segregated facilities. However, it is not likely that procedural or terminology differences could account for the variance reported here. Nevertheless, interpretation of placement rate data for any particular State should proceed with some caution.

The present analysis raises a number of questions for research. Further analysis of both State and local data is needed to identify the specific factors that account for variability in cumulative placement rates. For example, it would be helpful to know the extent to which placements outside regular school environments are made by non-education agencies for purposes other than education (for example, by the courts and social service agencies). Further questions remain, particularly in the analysis of district-level data, as to whether factors such as urbanicity, district history of services, district size, district wealth, and so on, are associated with cumulative placement rates.

The analysis reported here combines data for all handicapping conditions and was limited to the 6- through 17-year age range. Future analyses might examine variability in placement data within specific handicapping conditions. Placement data might also be analyzed for each of the four age groupings for which data are reported (3 through 5, 6 through 11, 12 through 17, and 18 through 21). It is possible that there may be substantial differences in placement patterns between children of elementary school age and youth at the secondary school level. Also, in the next several years, there will be great interest in the placement data for children in the 3 through 5 age group as States move toward the service mandate established by the EHA Amendments of 1986.

OSEP and States need to strengthen their efforts to improve the accuracy and State-to-State comparability of data. OSEP plans to compile descriptions of the methods States use to collect, verify, and analyze placement data. Furthermore, OSEP will work with several individual States to begin to examine within-State variability and to identify the factors associated with this variance.

CHAPTER III

MEETING THE NEEDS OF INFANTS, TODDLERS AND PRESCHOOL CHILDREN WITH HANDICAPS

With the passage of the amendments to the EHA in 1986 (P.L. 99-457), Congress strengthened the Federal commitment to meeting the needs of young children with handicaps. The 1986 amendments addressed the needs of children younger than six years of age in two ways: by creating a new program, Part H, for birth through two year olds and amending Section 619 of Part B for three through five year olds. Part H, the Handicapped Infants and Toddlers Program, is designed to assist States in planning, developing, and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for handicapped infants, toddlers and their families. By the beginning of the fifth year of the phase-in period, States are required to have in effect all 14 components of the statewide system including the provision of services to all eligible infants and toddlers.

Section 619 of Part B, the Preschool Grants Program, was amended to ensure the availability of a free appropriate public education (FAPE) for all children aged three through five with handicaps. Three through five year olds had previously been covered by the rights and protections of Part B only if the State had elected to serve them. The 1986 amendments to the EHA require that all State plans must be amended by 1991[8] to include policies and procedures that assure the availability of FAPE to all three through five year olds or incur a number of fiscal sanctions, including the loss of funding for these children.

This chapter describes Federal and State activities related to the provision of services to children with handicaps from birth through age five. The first section of the chapter discusses the first and second year of the Handicapped Infants and Toddlers Program. The second section describes activities related to the Preschool Grants Program, including the challenges faced by the States and the administration of the "bonus" provision of Section 619. The chapter closes with a discussion of some of the early childhood activities being carried out under OSEP's discretionary grant programs.[9]

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[8] According to the legislation, the new requirements will be in effect in FY 91 if the aggregate amount federally appropriated for fiscal years 1987, 1988, and 1989 is less than $656 million. Because the appropriation was less, the new requirements go into effect in FY 91 instead of FY 90.

[9] For more detailed information about the provisions of the Handicapped Infants and Toddlers Program and the Preschool Grants Program, the reader is referred to the *Tenth Annual Report to Congress*, Chapter III.

HANDICAPPED INFANTS AND TODDLERS PROGRAM

The Handicapped Infants and Toddlers Program (Part H) was designed to provide financial assistance to States:

(1) to develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for handicapped infants and toddlers and their families,

(2) to facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources (including public and private insurance coverage), and

(3) to enhance State capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to handicapped infants, toddlers, and their families. Sec. 671(b).

State participation in this program is voluntary. For FY 88, all States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and all eligible insular areas elected to continue their participation in the Part-H program. An appropriation of $67 million was allocated on the basis of each State's population of children aged birth through two years of age.[10] The FY 88 awards, which range from approximately $327,644 to $7,875,365, are shown in Table AG1, Appendix A.

The requirements of Part H are to be phased in over five years (FY 87 through FY 91). In order to receive funds under the program for the first and second years (FY 87 and FY 88), States and other eligible entities were required to provide assurances that funds awarded under Part H would be used to assist them to plan, develop, and implement a statewide system of service delivery. To participate in the program, States also had to designate a lead agency responsible for the administration of Part H funds and establish an Interagency Coordinating Council. For the third year of the participation, FY 89, States must, in addition, demonstrate that they have adopted a policy which incorporates all of the components of a statewide system or obtain a waiver from the Secretary of Education (see Table 7). For the fourth year, States must have the statewide system in place with certain limited exceptions. In order to be eligible for a grant for the fifth or any succeeding year, States must demonstrate that comprehensive early intervention services are available to all infants and toddlers with handicaps and provide a description of services provided.

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[10] No State can receive less than 0.5 percent of funds allocated to States; i.e., 0.5 percent equals $327,644 which was the smallest award.

TABLE 7

Sec. 676. Requirements for Statewide System

(a) A statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all handicapped infants and toddlers and their families shall include the minimum components under subsection (b).

(b) The statewide system required by subsection (a) shall include, at a minimum:

(1) a definition of the term 'developmentally delayed' that will be used by the State in carrying out programs under this part,

(2) timetables for ensuring that appropriate early intervention services will be available to all handicapped infants and toddlers in the State before the beginning of the fifth year of a State's participation under this part,

(3) a timely, comprehensive, multidisciplinary evaluation of the functioning of each handicapped infant and toddler in the State and the needs of the families to appropriately assist in the development of the handicapped infant or toddler,

(4) for each handicapped infant and toddler in the State, an individualized family service plan in accordance with section 677, including case management services in accordance with such service plan,

(5) a comprehensive child find system, consistent with part B, including a system for making referrals to service providers that includes timelines and provides for the participation by primary referral sources,

(6) a public awareness program focusing on early identification of handicapped infants and toddlers,

(7) a central directory which includes early intervention services, resources, and experts available in the State and research and demonstration projects being conducted in the State,

(8) a comprehensive system of personnel development,

(9) a single line of responsibility in a lead agency designated or established by the Governor for carrying out:

Table 7 (continued)

(A) the general administration, supervision, and monitoring of programs and activities receiving assistance under section 673 to ensure compliance with this part,

(B) the identification and coordination of all available resources within the State from Federal, State, local and private sources,

(C) the assignment of financial responsibility to the appropriate agency,

(D) the development of procedures to ensure that services are provided to handicapped infants and toddlers and their families in a timely manner pending the resolution of any disputes among public agencies or service providers,

(E) the resolution of intra-and interagency disputes, and

(F) the entry into formal interagency agreements that define the financial responsibility of each agency for paying for early intervention services (consistent with State law) and procedures for resolving disputes and that include all additional components necessary to ensure meaningful cooperation and coordination,

(10) a policy pertaining to the contracting or making of other arrangements with service providers to provide early intervention services in the State, consistent with the provisions of this part, including the contents of the application used and the conditions of the contract or other arrangements,

(11) a procedure for securing timely reimbursement of funds used under this part in accordance with section 681(a),

(12) procedural safeguards with respect to programs under this part as required by section 680, and

(13) policies and procedures relating to the establishment and maintenance of standards to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including

(A) the establishment and maintenance of standards which are consistent with any State approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which such personnel are providing early intervention services, and

Table 7 (continued)

(B) to the extent such standards are not based on the highest requirements in the State applicable to a specific profession or discipline, the steps the State is taking to require the retraining or hiring of personnel that meet appropriate professional requirements in the State, and

(14) a system for compiling data on the numbers of handicapped infants and toddlers and their families in the State in need of appropriate early intervention services (which may be based on a sampling of data), the numbers of such infants and toddlers and their families served, the types of services provided (which may be based on a sampling of data), and other information required by the Secretary.

As mentioned above, to receive Part H funds, a State had to appoint a lead agency responsible for the administration of the program. The lead agencies as of December 1988 are shown in Table 8. Maryland and Puerto Rico changed their lead agencies in 1988. Maryland named the Department of Education as lead agency replacing the Office of Children and Youth. Puerto Rico's lead agency changed from the Department of Education to the Department of Health. At the end of 1988, 19 States had designated Education as a lead agency, 19 had designated Health, and 16 had designated some other agency such as Human Resources or Mental Health.

The lead agency in each State is to be assisted by the 15-member State Interagency Coordinating Council (ICC). By statute, the ICC is to be composed of parents, service providers, representatives of agencies involved in provisions of services, a representative from the State legislature, and a person involved in personnel preparation. During the summer of 1988, the chairs of the State ICCs formed an organization, the Council of Chairs of Interagency Coordinating Councils (CCICC), to share and exchange information related to the implementation of Part H.

As a Federal counterpart to the State ICC, the Federal Interagency Coordinating Council (FICC) was formed in October 1987. Agencies currently represented on the FICC include: the Office of Special Education and Rehabilitative Services (the Office of Special Education Programs, the National Institute for Disability and Rehabilitation Research), the Bureau of Maternal and Child Health, the Office of Human Development (the Administration on Developmental Disabilities, the Administration for Children Youth and Families), the National Institute of Mental Health, and the Health Care Financing Administration. The purpose of the FICC is to ensure coordination of Federal programs and services to facilitate the delivery of early intervention services to children birth through age two.

Section 101(b) of the Education of the Handicapped Act Amendments of 1986 required that the Departments of Education and Health and Human Services jointly conduct a study of Federal funding sources for early intervention. Congress further directed that the Secretaries act to ensure that funding available through Federal programs not be reduced or withdrawn. The study identified 16 Federal programs that were providing funding to support early intervention services. Only one of these Federal programs, the Handicapped Infants and Toddlers Program, Part H of EHA, targets funds specifically for early intervention. It found that the structure of the other 15 programs requires that early intervention compete for resources with other services and populations, and

TABLE 8

Part H Lead Agencies

State	Lead Agency
Alabama	Department of Education
Alaska	Department of Health and Social Services
Arizona	Department of Economic Security
Arkansas	Department of Human Services
California	Department of Developmental Services
Colorado	Department of Education
Connecticut	Department of Education
Delaware	Department of Public Instruction
District of Columbia	Department of Human Services
Florida	Department of Education
Georgia	Department of Human Resources
Hawaii	Department of Health
Idaho	Department of Health and Welfare
Illinois	Board of Education
Indiana	Department of Mental Health
Iowa	Department of Education
Kansas	Department of Health and Environment
Kentucky	Cabinet for Human Resources
Louisiana	Department of Education
Maine	Interdepartmental Coordinating Committee for Preschool Handicapped Children
Maryland	Department of Education
Massachusetts	Department of Public Health
Michigan	Department of Education
Minnesota	Department of Education
Mississippi	Board of Health
Missouri	Department of Education
Montana	Department of Social and Rehabilitation Services
Nebraska	Department of Education
Nevada	Department of Human Resources
New Hampshire	Department of Education
New Jersey	Department of Education
New Mexico	Health and Environment Department
New York	Department of Health
North Carolina	Department of Human Services
North Dakota	Department of Health
Ohio	Department of Health
Oklahoma	Department of Education
Oregon	Department of Human Resources
Pennsylvania	Department of Public Welfare
Rhode Island	Interagency Coordinating Council
South Carolina	Department of Health and Environmental Control
South Dakota	Department of Education and Cultural Affairs
Tennessee	Department of Education
Texas	Interagency Council on Early Childhood Intervention
Utah	Department of Health
Vermont	Department of Education
Virginia	Department of Mental Health, Mental Retardation and Substance Abuse Service
Washington	Department of Social and Health Services
West Virginia	Department of Health
Wisconsin	Department of Health and Social Services
Wyoming	Department of Health and Social Services
American Samoa	Department of Health
Bureau of Indian Affairs	Office of Indian Education Programs
Guam	Department of Education
Mariana Islands	Department of Education
Palau	Department of Social Services
Puerto Rico	Department of Health
Virgin Islands	Department of Health

that gaps exist in early intervention services currently available. This study has been transmitted to Congress.[11]

The precise number of handicapped infants and toddlers receiving services and the number in need of services is unknown at this time because States have not yet established their data systems (one of the 14 required components). Furthermore, as discussed in the sections on "definitions" below, the number served will depend on what definitions States adopt for their eligible population. During 1988, OSEP requested that States voluntarily submit data on the number of handicapped infants and toddlers being served and the number awaiting service. Of the 36 States that submitted data, many indicated problems with their data such as duplicated counts across agencies or incompleteness. Using the data from the few States with statewide data as the basis for a national projection, the number of infants and toddlers currently receiving early intervention services could be as low as 50,000 or as high as 400,000 (i.e., from .5 percent to 4 percent of the total number of children aged birth through two years). States could report very little information about the number of infants and toddlers awaiting services. For the children being served on December 1, 1988, OSEP has requested that States voluntarily submit data on infants and toddlers served and on those awaiting services as well as data on the services these children receive, the personnel employed and needed to serve these children, and the early intervention services which are in need of improvement. OSEP will be working with States to develop their capacity to collect and report data related to Part H.

Federal Regulations

A Notice of Proposed Rule Making (NPRM) for Part H of the EHA was published on November 18, 1987 and provided a 60 day public comment period. At public request, the period was extended for 30 days. Over 2,500 comments were received on the NPRM, representing all 50 States and included letters from individual parents, public agencies, various associations at the State and national levels, and members of the Congress. Comments to the NPRM covered 70 of the 79 sections in the NPRM. The Department is preparing the final regulations.

Part H Implementation Issues

For many States, Part H activities are a continuation of the planning and development activities initiated under previous EHA programs such as the State Plan Grant and Preschool Incentive Grants Programs. Because of this and differences in lead agency designations and existing mandates, States vary with regard to the implementation of the 14 required components of a comprehensive system of early intervention services.

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[11] For more detailed information about this study, the reader is referred to the Report to Congress entitled *Meeting the Needs of Infants and Toddlers With Handicaps: Federal Resources, Services, and Coordination Efforts in the Departments of Education and Health and Human Services*, 1989.

In their applications to the EHA-H program in 1988, nearly all States emphasized their intentions to continue their initial (1987) efforts to organize the State Interagency Coordinating Council, and to establish procedures to operationalize Council activities. In addition, to meet the requirement for establishing policies by year three of their participation in the EHA-H program, States described the need to prioritize and undertake policy and program planning efforts that would establish a foundation for future development and implementation activities associated with the 14 components.

Although in most States efforts are focusing heavily during the second year on a continuation of first-year planning, development, and implementation, almost all applications indicated an intention to use a portion of their Part H funds to provide direct services to at least some handicapped infants and toddlers. These services will include the development of model demonstration projects and the expansion of existing programs of early intervention.

The implementation of this new program for infants and toddlers with handicaps poses many challenges in a number of different areas. The following sections provide a brief description of Federal and State activities in four of these areas during 1988.

Definitions and Eligibility Criteria

Eligibility for services under EHA-B requires a determination that a child qualifies under one or more of the 11 designated handicapping conditions and, as a result, requires special education and related services. Unlike EHA-B, States participating in Part H must develop a definition of developmental delay as one of the 14 required components of the statewide system of early intervention services. States are required by statute to serve children experiencing developmental delays and children with diagnosed mental or physical conditions that have a high probability of resulting in developmental delay. In addition, at their discretion, States may also serve children who are at risk of developing developmental delays if early intervention services are not provided.

With regard to eligibility, each State must 1) develop a definition of "developmental delay" and 2) decide to what extent it will serve infants and toddlers who are "at risk." In a survey of States conducted by the Carolina Policy Studies Program in the summer of 1988, 28 States indicated that they had developed a definition of developmental delay. However, some of the definitions are in various stages of review by State agencies and ICCs, while others are completed. Seventeen States responded that they had elected to include some types of at risk children in their definition.

Individualized Family Service Plan

For all children served under the EHA-H program, States must provide a multidisciplinary assessment of the infant's or toddler's unique needs, as well as those of the child's family, and identify services appropriate to meet those needs. This information is to be incorporated into a written Individualized Family Service Plan (IFSP) developed by a multidisciplinary team that includes the child's parent or guardian. This plan, to be evaluated at least annually and reviewed at 6-month intervals, is intended to guide the delivery of services.

The IFSP process for infants and toddlers served under the EHA-H program emphasizes the role of the family, and requires that the family's strengths and needs related to enhancing the development of the child as well as the child's developmental needs be addressed in the delivery of services. In addition to the importance placed on the family, implementation of the IFSP requires the involvement in and coordination of the service delivery plan by a designated case manager. The following examples from State applications illustrate the types of activities States planned to undertake during the second year of EHA-H (1988) in preparation for implementing the IFSP component of the program.

- The Colorado Department of Education will assist service providers with the design, development and implementation of an IFSP that will empower and support families and children. A literature review will be conducted to identify different types of IFSPs and to identify programs that have demonstrated successful implementation of the IFSP. Successful IFSPs, in which family strengths, priorities, and values are recognized, will be used to provide training to service providers so that they can implement the components of IFSPs to support different kinds of families at various stages of their lives.

- The Rhode Island Interagency Coordinating Council developed a format for the IFSP and an assessment process for the children and their families. Two pilot sites are using the assessment and IFSP format and all new referrals and case reviews are also using the format. Based on the pilot results, model assessment and IFSP guidelines will be developed. On-site orientation sessions will be provided to early intervention programs statewide and public awareness workshops for LEAs, State agency personnel, and other community-based service providers will be provided.

To provide guidance to States regarding procedures for the development of IFSPs, OSEP undertook several activities in 1988. A call for papers was issued to collect examples of best practice in IFSPs. The Carolina Research Institute on Personnel analyzed the results and found gaps in current practice related to the development of IFSPs. To address these gaps, a Task Force was convened in the spring of 1988 by the National Early Childhood Technical Assistance System (NEC*TAS).[12] The Task Force was made up of parents and professionals from multiple disciplines with a mix of theoretical and practical knowledge and included representatives from agencies within the Departments of Education and Health and Human Services. The Task Force developed recommendations in the following five areas related to the IFSP: the philosophical and conceptual basis for the IFSP; the interpersonal skills needed to implement an IFSP; strategies for identifying family strengths and needs; describing goals and outcomes; and implementation of the IFSP. A monograph of IFSP best practices which describes the recommendations of the Task Force will be completed in 1989 and distributed to States by NEC*TAS.

Data Systems Development

To determine States' progress in developing data systems, the Carolina Policy Studies Program (CSPS) conducted a survey of 28 States in 1988. These States were selected because they had indicated they were able to provide at least three of the four types of Federally required data or had a prior history of early intervention services for infants and toddlers with special needs. At the end of the first year of implementation of EHA-H, these States were found to be at various stages with regard to the development of a comprehensive coordinated interagency data system. The 28 States in this survey had started at different points with regard to the development of a data system, they had faced a variety of different obstacles, but had developed a variety of strategies for devising or expanding a model for data collection. Approximately half of the 28 States had not made data collection a priority in the first year of EHA-H or had made only preliminary decisions about how to build data collection systems. The majority of the remaining States had already set some data collection processes in place, while five to eight States had existing data systems that, with some revision, could provide most of the EHA-H data requirements.

Personnel Development

Section 676(b)(13) of EHA requires that States establish policies and procedures related to the development of standards to ensure that personnel necessary for implementing the EHA-H program are appropriately trained. Two examples of State plans to address personnel competencies and certification standards are described below.

- In North Carolina, a formal interagency needs assessment was sponsored by the Division of Mental Health/Mental Retardation/Substance Abuse Services and the Division for

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[12] An OSEP-funded project to provide technical assistances in States and other entities is described on pages 55-56 of this chapter.

Exceptional Children, the results of which will provide the basis for many of the FY 88-89 inservice training activities. In addition, the Training Task Force of the Comprehensive Interagency Preschool Planning Committee has developed competencies and curriculum content recommendations for an Infant Specialized Certification which could be adopted by the different divisions involved in serving infants and toddlers.

- The Rhode Island Department of Education has drafted a new credential which would be applicable to personnel serving special needs children from birth to six years of age and their families. This certificate would require a child and family focused, interdisciplinary orientation and, more importantly, would begin to address the barriers and incongruities which exist between Early Intervention and local education agency programs by requiring that personnel receive clinical training in both environments in order to be awarded this credential. Activities in this area funded by FY 88 Part H monies include reviewing this draft credential with the Interagency Coordinating Council to identify the preservice and inservice implications of its enactment.

In 1987, OSEP funded the Early Childhood Research Institute on Personnel to study effective procedures for training professionals to work with infants and families and to develop and evaluate training curricula. During 1988, the Personnel Institute surveyed training programs across the country to learn their status with regard to the provision of an infant specialty. The professional areas surveyed were: special education, speech and language pathology, audiology, occupational therapy, physical therapy, psychology, social work, nursing, nutrition, and medicine. The survey results will be used as the basis for the development and field testing of curriculum materials. The Institute is also developing training materials specifically related to Part H issues on case management, working in an interdisciplinary setting, working with families, and developing an IFSP.

THE PRESCHOOL GRANTS PROGRAM

The Preschool Grants Program (EHA-619) was designed to bring about the availability of a free appropriate public education (FAPE) for all children, aged three through five years, with handicaps. Currently, States vary with regard to the age at which a child is entitled to special education and related services. While some States provide services for children from birth, others do not serve all children with handicaps until age six. Acknowledging testimony and research showing the long term benefits of early intervention, Congress amended the EHA in 1986 to encourage all States to serve all children with handicaps from three through five years of age.

The Preschool Grants Program, which replaced the Preschool Incentive Grants Program, provides a phase-in period for States to provide FAPE for all preschoolers with handicaps. Following the phase-in period, States are eligible for an award under the Preschool Grants Program only, if in addition to meeting the other eligibility requirements, the State plan under Part B includes policies and procedures that assure the availability of FAPE for all handicapped children aged three through five, inclusive. Sanctions apply to a State that fails to provide FAPE for preschoolers with handicaps by FY 1991.

To assist States in meeting the new goal, increased financial incentives were also authorized by Congress. For fiscal years 1987 through 1989, the total award to a State is based on two counts of children with handicaps: the number of three through five year olds counted in the previous year's December 1 EHA-B child count and the number of additional three through five year olds expected to be served under EHA-B on the following December 1. Some of the issues surrounding the adminstration of the two-part grant award are discussed below.

During the first two years of the phase-in, fiscal years 1987 and 1988, all States elected to participate in the Preschool Grants Program. As States move through the phase-in period, they are undertaking a variety of activities and facing many challenges. The policies and regulations governing elementary and secondary children and youth with handicaps served under Part B of EHA apply to preschoolers. Some of the issues which are emerging as States and local education agencies begin to implement programs for all three through five year olds with handicaps will also be discussed in this chapter.

State Grant Awards - Basic and Bonus

As mentioned previously, States receive a grant award under the Preschool Grants Program for fiscal years 1987 through 1989 based on two counts of preschool children. The first count is the number of children, aged three through five years, included in the previous December 1 EHA-B child count. The amount of the award based on this count, which is referred to as the "basic" portion of the award, was \$300 per child in FY 87, \$400 in FY 88 and will be \$500 in FY 89.[13]

According to the statute, each State may receive up to \$3,800 per child for each child over and above the previous year's EHA-B count of three through five year olds for fiscal years 1987 through 89. This is called the "bonus" portion of the award. The intent of the bonus award was to provide States additional monies for the cost of expanding services to more preschool children with handicaps. Beginning in fiscal year 1990 and thereafter, the bonus portion of the award is no longer authorized. The statute authorizes that each State can receive up to $1,000 per child, aged three through five years, counted as served under the EHA-B child count. The per child amount actually awarded to each State, however, depends on the funds appropriated.

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[13] For each preschool child, the "basic" award a State receives under the Preschool Grants Program is in addition to the award the State receives for the child under the EHA-B State Grant Program.

In order to calculate the amount of the bonus portion of the Preschool Grants Program for FY 87 and FY 88, OSEP required that each State submit an estimate of the number of preschoolers with handicaps to be served under the EHA-B on December 1 of the following year. States were also required to submit the number of preschool children with handicaps served under ECIA (SOP), Chapter 1 and the number the State estimated to serve under this program a year later. These later two numbers were requested because the purpose of the bonus payments was not to transfer children from another Federal program to Part B to generate bonus funds.

A bonus payment of up to $3,800 for each additional child served under EHA-B is paid when: (1) there is an estimated increase in the total number of three through five year old children with handicaps served (i.e., those served under both the EHA-B and ECIA (SOP)) from the previous child count; and (2) there is an estimated increase from the previous year's EHA-B child count in the number of three through five year olds. The State bonus award is equal to the estimated growth in the number of three through five year olds to be served under the EHA-B minus any estimated decreases in the number of three through five year olds served under ECIA (SOP). In the next fiscal year, a State's Preschool Grant award is adjusted upward or downward based on the difference between the number of children estimated to be served and the actual number of children served in the two programs.

Table 9 summarizes the awards made to States in the first two years of the Preschool Grants Program. For 1987-88, States received a basic award of $300 per child and a bonus award of $3,270 per child based on a total estimated increase of 30,665 children. Nine States did not project growth or did not submit an estimate. Of the remaining 50 States and Territories, the estimates ranged from an anticipated increase in number of preschool children to be served from nine in Indiana to 6,500 in California.

Counts of preschool children served under EHA-B and ECIA (SOP) submitted by States for 1987-88 showed an actual increase of 37,928 children for purposes of bonus dollar calculations. States reported actually serving 7,627 more preschoolers than the they had estimated.[14] The actual growth during the 1987-88 school year for purposes of the bonus dollar calculations was significantly higher than both the original legislative estimates (26,842) and the States' own

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[14] The 30,665 figure was subsequently revised down to 30,301; 37,928 equals the estimate of 30,301 plus the 7,627 additional children actually served.

TABLE 9

Basic and Bonus Awards Under the Preschool Grants Program

	FY 1987	FY 1988	
		1988	Upward Adjustment[a]
Basic Award			
Number of Children	265,783	288,301[b]	
Per Child Amount	$ 300	$ 400	
Dollars	79,734,900	115,320,400	
Bonus Award			
Additional Number of Children	30,665[c]	21,809[c]	7,627
Per Child Amount	$ 3,270	$ 2,788	$ 3,270
Dollars	100,265,100	60,795,660	24,937,940
Total Award	$180,000,000	$201,054,000[d]	

[a] Based on actual number of children served on December 1, 1987 or March 1, 1988.

[b] This figure does not match the figure reported in the first chapter or the tables in Appendix A because the later figure includes revisions from States submitted after the grant award date.

[c] Estimates.

[d] Equals sum of 1988 basic award, bonus award and upward adjustment.

projections (30,665).[15] As discussed in the first chapter of this report, the December to December increase in the Part B count for three through five year olds will be used for future comparisons to describe national growth in preschool programs.

Forty-two SEAs' FY 88 awards under the Preschool Grants Program were adjusted upwards because the actual number of additional preschool children served surpassed their estimates. These States received $3,270 for each additional preschool child served. Fourteen SEAs' awards were decreased because the estimated increases funded in FY 87 were not achieved; awards were decreased $3,269 for each projected child the State did not ultimately serve. Of these 14 SEAs, six had decreases in their 1988 awards which were equal to the amount of their previous year's bonus award because they achieved no growth at all.

For FY 88, States and territories received a bonus award of $2,788 based on an estimated increase of 21,809 children. The estimates of preschool growth for 1988-89 ranged from 19 in the Northern Marianas to 5,203 in California. Twenty-six SEAs did not estimate an increase for 1988-89 over the number of preschool children served in 1987-88.

The calculation and distribution of Preschool Grants awards to SEAs and subsequently to local educational agencies (LEAs) and intermediate educational agencies (IEUs) has proven to be complicated and somewhat problematic. The individual SEAs must distribute the money to eligible LEAs and IEUs on a per child basis. Given the number of figures involved in calculating an award and the subsequent adjustments, and the large number of LEAs in some States, the calculation itself could be cumbersome. Furthermore, the SEA award is based on a net figure for the entire State. Thus, an LEA that substantially increased the number of children served may receive fewer or no bonus dollars if other LEAs in the State served fewer children (i.e., one LEA's growth can be cancelled out within a State by another LEA's loss). The offsetting of one LEA by another was especially a problem in States where some LEAs experienced an overall decrease in enrollment because of demographic changes or economic conditions.

The 14 States that received downward adjustments in their FY 1988 awards had particularly complicated apportionment problems with regard to their LEAs. A survey of States which submitted estimates of no growth for school year 1988-89 was conducted by National Association of State Directors of Special Education

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[15] The 37,928 figure used for bonus dollar calculations is also higher than the increase in preschool children receiving services as determined by the difference between the December 1986 and 1987 EHA-B child counts which is 22,652. The difference in the 37,928 bonus figure and the 22,652 EHA-B child count figure is due primarily to the use of the March 1 count for bonus dollar calculations. For 1987-88 only, Congress allowed States to submit a three through five child count on March 1, 1988 which gave States and localities an additional three months to place preschoolers in programs.

(NASDSE) in the spring of 1988. Findings indicated that States were opting to be conservative in estimating increases rather than risk the problems associated with an overestimate and the subsequent downward adjustment in their grant awards.

Issues Related to the Implementation of the Preschool Grants Program

In September of 1988, NASDSE and NEC*TAS, contacted all States and Territories to obtain information for subsequent technical assistance activities related to the implementation of the Preschool Grants Program. This information along with information States provided in their grant applications indicates some of the areas of current State activity.

Child Find

Although the requirement that States identify preschool age children with handicaps has been in place over a decade, the recent emphasis nationally on early intervention and the development of comprehensive services to children below age five has led States to undertake new and expanded child find activities.

In some States, particularly those which already have a preschool mandate, Preschool Grants funds are being used to refine and target their previous efforts. For example, over the next two years, Massachusetts indicated in its grant application that it plans to focus child identification activities on children at the earliest age, with special emphasis on parents of young children across regional, economic and cultural boundaries. A major component of its early identification efforts will be a public awareness campaign, co-sponsored by the Department of Education and other State agencies on the Early Childhood State Planning Committee. The campaign will provide information on the milestones of child development and on programs available for young children in Massachusetts. The elements of the campaign include a data base on services, a telephone number for parents and professionals to call to access the data base, and dissemination by means of posters and milk cartons.

Ages of Eligibility for Special Education and Related Services

As of September 1988, 22 States, the District of Columbia, Puerto Rico, the BIA, and three territories required free appropriate public education for children with handicaps beginning at age three years or earlier. The age mandates are presented in Table 10.

Of the 28 States currently without a mandate to provide FAPE to children aged three or younger, 22 indicated the date they expected a change in their mandate. These States, the expected dates of the change, and the proposed new mandated age are shown in Table 11. Three of these States, California,

TABLE 10

Special Education Mandate: Age at Which all Children with Handicaps are Eligible for a Free Appropriate Public Education

October 1988

Birth	Age 2	Age 3	Age 4	Age 5	Age 6
American Samoa	Virginia (9-30)	Alaska	Delaware (12-31)	Arkansas (10-1)	Alabamad/ (10-1)
Guam*		BIA	Oklahoma (9-1)	California	Arizonad/ (9-1)
Iowa		Connecticut (1-1)	Tennessee	Coloradob/	Idahod/ (10-16)
Maryland		District of Columbiaa/		Florida (9-1)	Montanae/b/
Michigan		Hawaii*		Georgia (9-1)	Oregone/ (9-1)
Minnesota		Illinois		Indianab/	Pennsylvaniad/b/
Nebraska		Louisiana (12-31)		Kansas (9-1)	Wyominge/
Puerto Rico*		Massachusetts		Kentuckye/ (10-1)	
		New Hampshire		Maine (10-15)	
		New Jerseyb/		Mississippi (9-1)	
		New Mexico (9-1)		Missouri (7-1)	
		North Dakota (8-31)		Nevada (9-30)	
		Rhode Island		New York (12-1)	
		South Dakotac/		North Carolina (10-16)	
		Texas (9-1)		Northern Mariana Islands*	
		Utaha/		Ohiod/ (9-30)	
		Virgin Islands*		South Carolina (11-1)	
		Washington		Vermontb/	
		Wisconsin		West Virginia (9-1)	

Note: Unless otherwise noted services are available on the child's birthdate. Calendar date entries following State names refer to the last date within the school year on which a child is eligible to begin receiving services. Asterisk (*) entries reflect data available 11/87. In these cases, only the year of eligibility is available.

a/State has established several possible dates during the school year on which a child may begin receiving services.

b/Local discretion: LEAs determine the last date within the school year on which a child can begin receiving services. In some cases this is the local kindergarten cut-off date. In some cases an LEA may choose to begin services as of a child's birthdate.

c/Prolonged assistance children are served from birth.

d/In districts where kindergarten is available, special education services are available; all LEAs provide kindergarten.

e/In districts where kindergarten is available, special education services are available.

TABLE 11

Anticipated Changes in Age Mandates

October 1988

Expected Year of Enactment	State	Proposed Age Mandate
1988	Arizona	3 by 9/1
	Idaho	3 from birthdate
1989	Arkansas	3 by 10/1
	Kansas	3 by 9/1
	New York	3 by cutoff date (TBD[a])
	South Carolina	3 by 11/1
	Tennessee	3 from birthdate
1990	Florida	3 by 9/1
	Georgia	3 by 9/1
	Indiana	3 by cutoff date (TBD[a])
	Maine	3 from birthdate, may 9/1 to birth
	Missouri	3 by 7/1
	Montana[b]	3 from birthdate
	Pennsylvania	3 from birthdate
	West Virginia	3 by 9/1
	Wyoming	TBD[a]
1991	California[c]	3 from birthdate
	Delaware	From birth
	Nevada[d]	3 by cutoff date (TBD[a])
	North Carolina	3 by 10/16
	Oregon	Uncertain
	Vermont[b]	3 from birthdate

Note: Alabama, Colorado, Kentucky, Mississippi, Ohio, and Oklahoma did not provide a date when the mandate would be changed.

[a] TDB indicates to be determined.

[b] Changes were enacted in 1987 to become effective as indicated.

[c] California statue passed in 1987 changes mandate to age 3 in 1991. However, the legislation calls for California to terminate participation in the Federal preschool program in 1989 as the Federal appropriation aggregate for FY 87-89 was less then $656 million.

[d] Proposed statute would require FAPE at age 4 in 1990 and at age 3 by 1991.

Montana, and Vermont have already passed legislation that will change the age of eligibility by 1990 or 1991.

Least Restrictive Environment

The existing Part B requirements on LRE apply to preschool children with handicaps. The application of the concept least restrictive environment to preschoolers with handicaps can be difficult because their same age peers who are not handicapped are not usually served by LEAs. According to information collected by NEC*TAS and NASDSE, 14 States have developed LRE policies or guidelines specifically for preschool programs based on the Part B requirements (see Table 12). Ten States are in the process of developing such special preschool LRE policies. The remaining States are applying existing EHA-B policies to preschoolers but have not developed any additional guidelines for this age group. States reported that how to serve preschool children with handicaps in the least restrictive environment is one of the five most challenging issues to be resolved by their State Educational Agency. LRE implementation poses a number of different problems for States. States reported they felt a need for further guidance on how to implement the LRE requirements for preschool children with handicaps, especially in regard to financial and legal implications of "placement" in various environments. States reported they are finding it difficult to implement LRE because without a mandate to serve preschoolers without handicaps, there are limited placement options. In looking for placements for children outside of the public schools, for example, in a day care setting, program standards, personnel certification and the physical environment can be barriers to finding appropriate settings.

Personnel

States indicated to NEC*TAS that personnel issues also constitute one of the greatest challenges to providing special education and related services to all three through five year olds with handicaps. States are concerned about locating qualified personnel from multiple disciplines at the State and local level to provide preschool special education and related services. The States were also concerned about the lack of teacher certification procedures; the need for extensive preservice and inservice training for teachers and administrators in preschool special education; and locating occupational, physical and speech therapists to work in rural areas.

A number of States indicated in their applications that a major focus under their Preschool Grants would be activities intended to increase the number and qualifications of personnel needed to staff programs serving preschool age children. These activities include inservice training of teachers, administrators and related services personnel, recruitment of personnel into training programs, and stimulating the development of training programs in institutions of higher education. In New Hampshire, part of the Preschool Grants funds will be used to

TABLE 12

State Development of LRE Policy and Guidelines for Preschoolers Based on Part B Requirements

Part B Requirements Apply to Preschoolers:

With Policy or Guidelines for Preschool Established (N=14)	With Policy or Guidelines for Preschool Under Development (N=10)	With No Additional Policy or Guidelines (N=27)
California	Arizona	Alabama
Iowa	Arkansas	Alaska
Kansas	Colorado	Connecticut
Kentucky	Indiana	Delaware
Louisiana	Maine	District of Columbia
Massachusetts	Minnesota	Florida
Missouri	Montana	Georgia
Nebraska	Oklahoma	BIA
Nevada	Oregon	Idaho
North Dakota	Wyoming	Illinois
Pennsylvania		Maryland
Rhode Island		Michigan
Utah		Mississippi
Vermont		New Hampshire
		New Jersey
		New Mexico
		New York
		North Carolina
		Ohio
		South Carolina
		South Dakota
		Tennessee
		Texas
		Washington
		West Virginia
		Virginia
		Wisconsin

provide inservice training to administrators and pupil planning teams. The teams will be trained to assist in the development and implementation of integrated preschool programs, thus enhancing opportunities for placement in the least restrictive environment. Through its nine Education Service Districts, the State of Washington will provide set-aside funds to train local assessment personnel on appropriate early childhood assessment practices and instruments. To address the shortage of bilingual personnel to meet the needs of Limited English Proficient (LEP) children with handicaps and their families, the Illinois SEA's Bilingual Preschool Committee will utilize a portion of the State's Preschool Grants to develop an inservice training model, increase awareness among school personnel regarding the special needs of LEP children, and recruit bilingual personnel into early childhood special education through the use of direct aid and other incentives. This year the Florida SEA plans to establish ongoing inservice training for teachers in basic skills and strategies appropriate for prekindergarten programs for children with handicaps through the use of interactive video systems, satellite networking, and video modules.

Interagency Agreements

Although the SEA is responsible for ensuring FAPE for three through five year olds, multiple agencies are and will continue to be involved in the provision of services to this age group. Many States have developed interagency agreements to facilitate coordination between the SEA and other agencies. As shown in Table 13, the largest number of interagency agreements is with Head Start, followed by Departments of Health. Topics covered by interagency agreements include coordination of funding; transition from infant and toddler programs to preschool programs (Part H to Part B); collaboration with private day care providers; and the process by which interagency agreements will be negotiated.

In addition to the reported arrangements to collaborate with other State agencies, States identified a number of issues concerning establishing additional interagency agreements. These include: interagency collaboration at the local level, especially regarding gaps in services due to rural locations and funding resources; establishing interagency agreements when preschool services have traditionally been provided by agencies other than the SEA; achieving more formal interagency agreements and updating existing agreements to meet the requirements with regard to the transition from Part H; convincing other organizations and agencies such as private day care providers to provide services to young children with handicaps; and maintaining program compatibility and continuity from birth to school age.

EHA DISCRETIONARY PROGRAMS

The discretionary programs authorized under the EHA support a variety of activities intended to improve the delivery of services to young children with

TABLE 13

Interagency Agreements Between State Educational Agencies and Other Agencies

Head Start (N=35)	Developmental Disabilities (N=7)	Health (N=12)	Human Services (N=7)	Health and Human Services (N=5)
Alabama	Colorado	Colorado	Kentucky	Alaska
Alaska	Indiana	Kansas	Massachusetts	Idaho
Arizona[a]	Kentucky	Kentucky	Nevada	Minnesota
Arkansas	Louisiana	Louisiana	North Dakota	New Hampshire
California	North Carolina	Maryland	Oklahoma	South Carolina
Colorado	North Dakota	Michigan	Pennsylvania	
Connecticut	Oregon	New Mexico	Utah	
District of Columbia		North Carolina		
Georgia		Oklahoma		
Idaho		Pennsylvania		
Illinois		Utah		
Iowa		American Samoa		
Kansas				
Kentucky				
Louisiana				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Missouri[a]				
Nebraska				
New Jersey				
New Mexico[b]				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon				
Texas				
Vermont				
Washington				
Wisconsin				
American Samoa				
Bureau of Indian Affairs[a]				

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[a] Projected to be completed in 1988.

[b] In negotiations.

handicaps. Funds are provided to SEAs, LEAs, and other public, private, not-for-profit and for-profit agencies to initiate, expand, and improve special education and early intervention services for children who are below school age. With the 1986 Amendments to EHA, Congress significantly strengthened funding for these discretionary projects. In total, the discretionary programs provided $24 million in FY 88.

The Handicapped Children's Early Education Program (HCEEP), authorized by section 623 of the EHA, is the single largest source of discretionary funds for projects related to the needs of young children aged birth through eight years. Comprised of multiple program components, HCEEP funds demonstration, outreach projects, experimental projects, technical assistance, research institutes, and personnel development activities. Additional support designed to improve services to handicapped children below school age is also provided under other OSEP discretionary programs, including research and personnel preparation. This final section of the chapter describes the major discretionary programs administered by OSEP and illustrates the types of projects being supported to expand and improve services for young children with handicaps.

Model Demonstration and Outreach Projects

Demonstration and outreach projects are designed to improve the provision of services to young children with handicaps through the development and dissemination of successful programs. Demonstration and outreach projects are conducted by private nonprofit organizations, local schools, universities and State agencies.

In 1988, OSEP funded new demonstration projects in two priority areas: providing preschool services for children with handicaps alongside nonhandicapped children of the same or similar ages; and methods for serving infants and toddlers with specific disabilities. Selected projects currently funded are described below.

- Gallaudet University will develop a demonstration project to integrate hearing and hearing-impaired children aged 3 through 5 years in a day care program. The project will provide a least restrictive environment and deaf role models for hearing impaired children. Appropriate training for day care staff and information for agencies and day care providers will be disseminated nationally.

- The University of Washington plans to develop, implement, and evaluate multi-classroom activities for an extended school year (220 days) using a clearly defined curricula designed to maximize the advantages of integrated and mainstreamed settings. A manual of recommendations for classroom management, mediated curriculum objectives, strategies using siblings as peer groups, and staff training materials will be developed as a part of the project activities.

An outreach component was added to HCEEP in 1972 to assist demonstration projects in communicating the results of their efforts on a State and national basis. The outreach strategy is intended to serve a diffusion or linkage function. Each project starts with model practice, the educational merits of which have been previously demonstrated through the collection of empirical evidence. Through outreach activities, information regarding the model practice is provided to other sites to facilitate their adoption or replication of the practice. Examples of outreach projects funded in 1988 are described below.

- The Outreach to Infants in Rural Settings at the University of Idaho assists State and local agencies in Idaho, Washington and Oregon which are involved in services to handicapped and at-risk children, birth to three years of age. Target agencies (education, public health, health and welfare) and public schools receive a sequence of technical assistance services, including in depth needs assessment, on-site consultation, training in model components, follow-up and evaluation and assistance in generating inservice training packages. Training and assistance are offered in 1) identification/monitoring/intervention with at-risk infants, and 2) infant programming and technical assistance in family-oriented programming.

- Activating Children Through Technology (ACTT), outreach at Western Illinois University helps educators, health and medical personnel, speech and vision specialists and other support personnel to integrate computer technology into services for young handicapped children. The ACTT microcomputer curriculum is designed for children with moderate to severe handicaps that prevent them from interacting with their environment. The curriculum helps to foster the child's expectation of control over the environment, promotes autonomy, increases opportunities to communicate, and fosters the development of problem solving and cognitive skills.

Technical Assistance

Technical assistance to States has been a special priority of OSEP for nearly a decade. The scope of early childhood technical assistance has expanded from an early focus on helping individual projects to assisting States in the development of comprehensive, statewide, interagency service delivery systems. To help in meeting the early childhood objectives set forth in the 1986 amendments to EHA, OSEP funded a major technical assistance effort in 1987. The National Early Childhood Technical Assistance System (NEC*TAS) at the University of North Carolina, has the following goals:

- to help community agencies and other entities develop their capacity to provide high quality comprehensive services to all children with special needs and their families;
- to help each State accomplish its goals regarding comprehensive services; and
- to facilitate the national exchange of current research and best-practice information.

During 1988, NEC*TAS provided technical assistance to all 50 States, D.C., Puerto Rico, the Trust Territories, and the B.I.A., which are implementing the Handicapped Infants and Toddlers Program and the Preschool Grants Program. To help these entities accomplish their goals, 206 formal technical assistance agreements were developed. Another 545 requests for additional services were received. Over 280 days of assistance were provided to 1508 staff, parents and State chairs of the Interagency Coordinating Councils. NEC*TAS also sponsored seven workshops or conferences attended by nearly 1,000 participants. NEC*TAS sent over 5,000 pieces of materials to clients and published the 1987-88 Directory of Early Childhood Services. Technical assistance was also provided to HCEEP demonstration and outreach projects.

Research

Special education research improves our understanding of handicapping conditions as these relate to the education of children and fosters the development of improved methods for the provision of appropriate services. Federal assistance also ensures that research activities are specifically responsive to mandated responsibilities under the EHA. Described below are examples of research projects in early childhood education funded under the HCEEP research priorities, through research institutes, and through field-initiated studies.

HCEEP funded research on experimental compensatory strategies as well as nondirected experimental projects. The experimental compensatory strategies projects compare compensatory strategies that result in functional skills, such as the use of motorized mobility devices, augmentative communication systems, environmental control systems, or other types of adaptations or technological applications that enable functional responding in young children with handicaps. Two such projects are described below.

- Dartmouth College is evaluating the effectiveness of Total Communication as a strategy implemented in the home, to facilitate communication in prelinguistic infants with Down Syndrome. The effectiveness of this approach will be assessed on an individual and on a group basis.

- The Oregon Research Institute is investigating the effects of a mobility training program for young children who have adequate vision and cognition but who have severe neuromotor dysfunction of the upper extremities. Training designed to facilitate the use of a motorized wheelchair will be evaluated in a series of three studies over the three-year project period.

The nondirected experimental projects compare experimental strategies with strategies of proven effectiveness for children aged birth through eight years. Projects compare alternative strategies in typical service settings. Selected projects funded in 1988 include:

- The University of Illinois is investigating the impact of early contingency intervention on the development of infants who are developmentally delayed. A combination of single-subject and group design methods is being used to evaluate the performance of infants on mastery motivation and problem solving tasks at 6 and 12 months of age.

- Kent State University is examining the comparative effectiveness of two language intervention procedures on word acquisition patterns in young children with developmental delays.

Another component of the HCEEP program, the Early Childhood Research Institutes, engage in five-year investigations. Some of these are longitudinal in nature, while others expand upon previous findings as their research program evolves. In addition to conducting research, the institutes provide research training and experience for graduate students and disseminate their findings to practitioners and to academicians in the HCEEP network and the broader early childhood field.

The Office of Special Education Programs has supported research institutes in the area of early childhood education since 1977 (see pages 117-122 *Tenth Annual Report to Congress*). A new early childhood institute on transitions was established at the University of Kansas in 1988. This Institute is conducting investigations in areas considered critical to the development of comprehensive systems of service delivery to handicapped infants and toddlers and their families. The goal of this Institute is to produce validated intervention procedures that service providers can use to assist children with handicaps and their families as they confront changes in services and in personnel who coordinate or provide services. The program of research will address transitions from hospital to home, from infant services to preschool services, from preschool services to primary grades and from nonintegrated to integrated programs. The Institute will conduct 11 individual research projects to develop and validate interventions for children with handicaps and their families who are facing transitions. In addition to individual projects, the Institute will conduct a longitudinal study to provide descriptive data on the transition experiences of families over the entire birth to eight year age span, the relationship of family variables to the identification of problems associated with transitions, and the identification of successful transition procedures used by agencies serving children and families.

In addition to research supported through the HCEEP, research on early childhood can also be supported through other discretionary programs such as field-initiated research. The purpose of the field-initiated research program is to provide support for a broad range of projects which focus on educational problems of handicapped children. The field-initiated research competition does not specifically invite projects in the preschool area. However, this program currently supports a number of research studies which include children from birth through five years of age and their families.

The studies of the early childhood population reflect a diverse set of research goals, methodologies, and products. Many of the studies represent applied research projects focusing on intervention and outcome variables. A prospective follow-up study of mildly to moderately handicapped elementary school children who participated in a 4 year intervention study at the University of Washington is comparing two contrasting preschool instruction models to determine whether initial program effects are maintained beyond preschool. Investigators at the University of Illinois at Chicago are evaluating the extent to which a system of incentives which provides concrete support to low-income families with handicapped infants can increase family participation in early intervention services, by identifying the stresses and needs of families which create barriers to their use of the services.

Other studies are focusing on social development and communicative interactions of young children with handicaps. For example, a longitudinal study of the social development of young handicapped children across multiple social contexts is underway at the University of Maryland. A project at the University of Washington, Seattle, is investigating the communication interactions that occur between preschool children with handicaps and their non-handicapped peers.

An additional group of research studies are directed toward the development and verification of the effectiveness of instruments and intervention practices within the context of different settings and with different populations. In Michigan, the Center for Human Growth and Development is developing a preschool screening inventory that will be validated and normed with a nationally representative sample of bilingual and English-speaking preschool children for use in the early identification of children with handicaps.

Personnel Development

The major EHA programs that address needs for personnel in early childhood are the preservice personnel preparation grants administered by OSEP's Division of Personnel Preparation, and projects for inservice training, curriculum development, and research administered through HCEEP. HCEEP projects have already been described above; the discussion below describes the kind of projects funded through grants from Section 631 of EHA, administered by OSEP's Division of Personnel Preparation.

To serve children birth through two years of age requires competencies and skills which are qualitatively distinct from those needed to serve preschool age children (Bruder, 1988). In 1985, a new competition, Personnel to Provide Special Education and Related Services to Newborn and Infant Children with Handicaps, was established to train practitioners in techniques and strategies to support the development of handicapped infants in the earliest months of life. The 1988 priority addresses the need for preservice preparation of personnel and better integration of special education and related-services personnel into programming for newborn and infant children in medical settings, in the home, and in nursery schools. In almost all of the projects, departments within universities are collaborating on the programs. In several cases, the training institution is also cooperating with a hospital, local education and health agencies, and, in one case, the SEA. Approximately 90 persons will be trained at the master's level during the first year of the new projects. Highlights among the grants funded in FY 88 include:

- The New York Medical College will, through the Mental Retardation Institute (MRI), offer a diploma program for interdisciplinary studies to six professionals working with infants and toddlers with handicaps. Working professionals with a bachelor's, master's, or specialist's degree will complete 280 hours of clinical training, formal coursework, and supervised practice in interdisciplinary infant and family assessment, individualized family services planning, case management, and planning effective transitions.

- In affiliation with the Oregon Health Sciences University, the Infant Hearing Resources will train parent-infant specialists to develop and supervise programs that will identify and train hearing-impaired and multi-handicapped hearing-impaired infants and their parents. Eight professionals will be enrolled in a masters level training/specialist credit program that will prepare them to develop and administer programs for hearing-impaired/multi-handicapped infants, identify and habilitate infants with handicaps, conduct transdisciplinary programming, work with ethnic minorities, counsel parents, and provide inservice training.

A second competition, Personnel to Provide Special Education and Related Services to Infants, Toddlers, or Preschoolers with Handicaps, supports projects designed to provide preservice training of personnel to serve as special educators and to individuals who provide developmental, corrective, and other supportive services to infants, toddlers, or preschoolers with handicaps. Preservice activities include training for bachelor, master, and specialist degrees. Examples of early childhood projects newly funded under this competition are provided below.

- The University of South Carolina will train 30 master's level students per year to work with young handicapped children and their families and to interface with professionals from other disciplines. The students will participate in field-based training in existing interdisciplinary diagnostic clinics and early intervention programs.

- Northwestern University will offer master's level training to approximately eight students per year who are working with moderately to severely handicapped children birth through six years of age. Enrolled students will be expected to demonstrate skills in child and family assessment, observation, interviewing, record review, community resources, planning, and implementing intervention strategies, consultation, and communication skills.

The training of personnel in early childhood is also supported through a third competition, Preparation of Leadership Personnel. Projects funded under this priority relate to handicapped children and youth of all ages, however, some of the projects focus on early childhood. These projects support doctoral and postdoctoral preparation of professionals to conduct training of university faculty, researchers, administrators, supervisors, and other specialists. Doctoral-level training applications typically propose programming for the preparation of multidisciplinary professionals. Postdoctoral work provides training in such areas as new technology and innovative approaches to training special educators and related-services personnel. Examples of current training efforts include:

- The University of Arizona offers a doctoral and postdoctoral training program in child language. The program seeks to increase doctoral and postdoctoral leadership personnel who will upgrade the quality of research, teaching, clinical services, and administrative services focused on language acquisition by both monolingual and bilingual preschool children handicapped by a language disorder. The program intends to expand the knowledge base of bilingualism and second-language learning and to apply this information to the facilitation of language acquisition by bilingual language-handicapped preschool children.

- Children's Hospital Medical Center in Ohio offers doctoral and postdoctoral training to work with infants and children with severe or multiple handicaps. Doctoral training provides competencies for teaching and service, research and scholarship, and assessment and programming content and procedures. The postdoctoral component is designed to enhance either skills required for research or skills required to conduct professional training activities.

SUMMARY

Two years after the passage of the 1986 amendments to the EHA, a variety of activities have been undertaken at the Federal and State level to improve services for young children with handicaps. During the first two years of the Handicapped Infants and Toddlers Program, States are working to define the group of birth through two years olds who will be eligible for services. Procedures for developing Individualized Family Service Plans are being assembled and disseminated while planning continues for the implementation of a statewide system.

As States move to provide FAPE for all children age three through five with handicaps, they are serving substantially more children with handicaps in this age group. States are also seeking ways to serve these children in the least restrictive environment and attempting to increase the number of personnel qualified to work with them.

To assist States in their efforts to serve young children, OSEP has supported a variety of projects designed to improve services. These have included model demonstrations, technical assistance, research and personnel preparation programs. As the States move through the timelines established for the full implementation of the Handicapped Infants and Toddlers Program and the Preschool Grants Program, the quantity and quality of programs available for young children with handicaps should continue to improve.

CHAPTER IV

FOLLOWING UP SECONDARY AGE STUDENTS WITH HANDICAPS: THE TRANSITION TO FURTHER EDUCATION, EMPLOYMENT, AND INDEPENDENT LIVING

This chapter examines the status of special education students as they make the transition from school to further education, employment, and independent living. In addition, it examines the three chief, desirable outcomes of the transition process: (1) participating in education and training programs that assist youth with handicaps in moving toward their adult working life and independent living; (2) obtaining and sustaining employment; and (3) achieving a capacity to live, socialize, and engage in recreational activities on an independent basis (Phelps, 1986).

The EHA Amendments of 1983 and 1986 have supported important research and data collection and analysis activities which, taken together, provide a portrait of the educational, vocational, and independent living status and outcomes of secondary age handicapped students who are in the process of leaving special education.

Section 618(e)(1) of the EHA mandated a longitudinal study of a sample of students with handicaps, that would (1) encompass the full range of handicapping conditions, (2) examine their educational progress while in special education, and (3) record their occupational, educational, and independent living status after graduating from secondary school or otherwise leaving special education. To meet the requirements of this mandate, the Office of Special Education Programs (OSEP) awarded a contract to SRI International to conduct a five-year longitudinal study. Known as the National Longitudinal Transition Study (NLTS), this research examined a sample of over 8,000 handicapped youth, spanning the ages of 15 through 26, and representing each of the 11 Federal handicapping conditions. This chapter reviews initial findings from the first data collection efforts of this study.[16]

A second body of data used in this chapter comes from the States. Section 618(b)(3) of the EHA requires the Secretary of Education to obtain data on (1) the number of children and youth with handicaps exiting the educational system each year through program completion or other means, by disability category and age, and (2) services students exiting the educational system will need in the following year. Since the 1984-85 school year, States have provided OSEP with exiting and anticipated services data that they collect annually from the State's local educational agencies. This chapter discusses State-reported data from the 1986-87 school year.

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[16] For a description of the survey methodologies employed in the OSEP Longitudinal Transition Study, see Appendix C.

EHA-funded follow-up studies provide a third body of data. Section 626 of the EHA provides for assistance to projects which (1) strengthen and coordinate education, training, and related services for handicapped youth to assist in the transitional process to postsecondary education, vocational training, competitive employment, continuing education, or adult services; and (2) stimulate the improvement and development of programs for secondary special education. Through this authority, OSEP has sponsored multiple follow-up studies of special education students in transition. Data from these follow-up studies, as well as follow-up studies conducted by the States and other members of the research community are examined in this chapter.[17] In addition, for comparative purposes, the chapter cites data on the youth population as a whole, from sources such as the U.S. Census Bureau and the High School and Beyond Survey.

The chapter, then, reviews key data from OSEP's National Longitudinal Transition Study, OSEP's exiting and anticipated services State data, and relevant follow-up studies, in order to provide an integrated description of the educational, vocational, and independent living status and outcomes of secondary age students with disabilities who are making the transition from school to further education, work, and independent living.

THE EDUCATIONAL STATUS AND OUTCOMES OF TRANSITIONING YOUTH WITH DISABILITIES

How Youth Exit Special Education

To obtain an understanding of the size and nature of the exiting population of secondary age special education students, the Office of Special Education Programs (OSEP) began collecting data from the States three years ago. These data are an important source of information on the number of youth age 16 and older who received special education and related services during the previous school year but who are no longer receiving special or general education services. States report these data according to the exiting student's handicapping condition, age, and by type of exit: graduation with a diploma, graduation through certification, reached the maximum age for which services are provided in the State, dropped out, or other (death, or no longer receiving special education

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[17] There can be wide variations among outcome data from multiple follow-up studies. This is attributable, in part, to the use of differing survey methodologies by study researchers. To improve the potential for comparability of outcome data among future transitional studies, Halpern (1988) recommends that researchers develop a clear conceptual model of transition as a framework for research design, use a longitudinal rather than a cross-sectional design, specify the breadth of the domain to be examined, carefully delineate variables, and specify methodologies for instrument development, selection of the sample and sampling techniques, and data collection procedures.

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services but reason for exit unknown). The categories for basis of exit are mutually exclusive.

Table 14, in addition to reporting the exiting status of special education students for the school year 1986-87, compares OSEP State-reported exiting data for school year 1986-87 with data from the previous year. During 1986-87, the majority of students graduated, either with a diploma (46 percent) or a certificate (13 percent); about three times as many school leavers received a diploma as a certificate. The next most likely means of exit is by dropping out (25 percent). A small proportion (about 3 percent) remain in school until they reach the maximum age allowed by the State for special education services. Comparing the two academic years, a greater percentage of students graduated with a diploma in school year 1986-87, and a lower percentage graduated with a certificate. The population of students who remained in school until they had to leave due to maximum age requirements remained about the same, as did the percentage of students who exited special education by dropping out.

Tables 15 and 16 show variations in the OSEP State-reported exit data by handicapping condition and by age (16 through 21). As seen in Table 15, the majority of students in all but two handicapping conditions exit special education by graduating with a diploma. Students who are classified as emotionally disturbed are more likely to exit by dropping out, and students with multiple handicaps are more likely to exit for "other" (nonspecified) reasons.

Table 16 shows that the primary means of exit for students who are 16 years old is by dropping out. Students aged 17, 18, 19, and 20 are more likely to exit by graduating with a diploma. Students who are 21 years old are more likely to exit by graduating with a certificate. In the following three subsections, we will examine in greater depth the phenomena of exiting by graduating, by dropping out, and by "aging out."

Graduating from Secondary School

OSEP's State-reported data show that of a total of 209,442 youth with handicaps between the ages of 16 and 21 who exited the educational system during the 1986-87 school year, nearly 60 percent exited by graduating with either a diploma (46 percent) or a certificate (13 percent). This figure is significantly lower than the graduation rate for students as a whole. The U. S. Department of Education's "State Education Statistics" wall chart (1987) estimates the graduation rate for students as a whole to be 70.6 percent, which is similar to the 75 percent rate reported by the U. S. Bureau of the Census and the U. S. National Center for Education Statistics (NCES, 1986a; figures are for 1985).

TABLE 14

Number and Percentage of Handicapped Children
Exiting the Educational System
During the 1985-86 and 1986-87 School Years

	1985-86		1986-87	
Basis for Exit	Number	Percentage	Number	Percentage
Graduated with diploma	90,921	42.6	96,210	45.9
Graduated with certificate	36,871	17.3	27,355	13.1
Reached maximum age	5,182	2.4	5,351	2.6
Dropped out	56,156	26.3	52,571	25.1
Other	24,493	11.5	27,955	13.4
Total	213,623	100.00	209,442	100.00

Source: OSEP State-Reported Data Produced by ED/SEP Data Analysis System (DANS) October 1, 1988.

TABLE 15

Number and Percentage of Handicapped Students 16-21 Years Old Exiting the Educational System by Handicap, and by Basis of Exit

U.S. and Insular Areas
During the 1986-87 School Year

	Graduated with Diploma		Graduated with Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
Handicapping Condition	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
All conditions	96,210	45.94	27,355	13.06	5,351	2.55	52,571	25.10	27,955	13.35	209,442	100.00
Learning disabled	53,713	54.54	10,016	10.17	1,012	1.03	25,728	26.12	8,015	8.14	98,484	100.00
Speech impaired	4,967	48.61	906	8.87	262	2.56	1,929	18.88	2,155	21.09	10,219	100.00
Mentally retarded	19,104	38.62	12,080	24.42	2,787	5.63	10,214	20.65	5,284	10.68	49,469	100.00
Emotionally disturbed	10,537	37.04	1,757	6.18	594	2.09	11,942	41.98	3,620	12.72	28,450	100.00
Hard of hearing and deaf	2,376	59.59	843	21.14	75	1.88	391	9.81	302	7.57	3,987	100.00
Multihandicapped	1,410	13.64	724	7.01	438	4.24	696	6.74	7,066	68.38	10,334	100.00
Orthopedically impaired	2,214	45.91	460	9.54	56	1.16	1,140	23.64	953	19.76	4,823	100.00
Other health impaired	999	45.06	379	17.10	65	2.93	367	16.55	407	18.36	2,217	100.00
Visually handicapped	782	63.68	133	10.83	28	2.28	151	12.30	134	10.91	1,228	100.00
Deaf-blind	108	46.75	57	24.68	34	14.72	13	5.63	19	8.23	231	100.00

Source: OSEP State-Reported Data Produced by Ed/SEP Data Analysis System (DANS) October 1, 1988.

TABLE 16

Number and Percentage of Students Exiting the Educational
System by Age, and by Basis of Exit

U.S. and Insular Areas
During the 1986-87 School Year

Age Group	Graduated with Diploma		Graduated with Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
16	1,501	6.57	347	1.52	104	0.46	12,631	55.27	8,270	36.19	22,853	100.00
17	16,910	42.05	2,125	5.28	121	0.30	13,503	33.58	7,554	18.78	40,213	100.00
18	43,144	62.64	7,288	10.58	134	0.19	12,382	17.98	5,929	8.61	68,877	100.00
19	22,308	57.21	5,803	14.88	278	0.71	7,217	18.51	3,390	8.69	38,996	100.00
20	5,637	40.01	3,317	23.54	851	6.04	2,731	19.38	1,554	11.03	14,090	100.00
21	6,710	27.49	8,475	34.72	3,863	15.82	4,107	16.82	1,258	5.15	24,413	100.00
16-21	96,210	45.94	27,355	13.06	5,351	2.55	52,571	25.10	27,955	13.35	209,442	100.00

Source: OSEP State-Reported Data Produced by Ed/SEP Data Analysis System (DANS) October 1, 1988.

The number of students with disabilities that exited the educational system decreased by 2 percent, from 213,625 students in 1985-86 to 209,442 students in 1986-87 (see Table 14), in part, reflecting a decline in the teenage population. The data show that, in comparison with the 1985-86 school year data, a student exiting the system in 1986-87 was more likely to graduate with a diploma, and less likely to graduate with a certificate. Some caution must be exercised in interpreting these data, however, since some differences may be attributable to State-by-State variations in reporting graduation data to OSEP.

Among all handicapping conditions, students with visual handicaps had the greatest likelihood of graduating with a diploma (64 percent), followed by students who are hard of hearing and deaf (60 percent), and students with learning disabilities (55 percent). (See Table 15.) Yet no disability category evidenced graduation rates comparable to the 71 percent graduation rates of nonhandicapped students. Students with multihandicaps were least likely to graduate with a diploma (14 percent), followed by students in the seriously emotionally disturbed category (37 percent) and those with mental retardation (39 percent) (Table 15).

Thirteen percent of students with disabilities exiting the educational system in 1986-87 between the ages of 16 and 21 graduated with a certificate. The largest percentage of those students were classified as deaf-blind (25 percent), mentally retarded (24 percent), and hard of hearing and deaf (21 percent). Students classified as emotionally disturbed (6 percent) and multihandicapped (7 percent) were the least likely to graduate with a certificate (Table 15).

Special education students graduating with diplomas are most likely to do so at the ages of 18 (43,144) and 19 (22,308) (Table 16). Students receive certificates in the greatest numbers at the age of 21 (8,475) and 18 (7,288) (Table 16).

Survey data, parent reports, and school records from the OSEP NLTS show that during school years 1985-86 and 1986-87, the majority of graduates (79 percent) in the study sample received a regular diploma. Approximately 20 percent of graduates received either a special diploma or a certificate of completion. Consistent with OSEP data, the NLTS also reported the majority of exiters as leaving secondary school by graduating (Table 17).[18]

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[18] All data from the OSEP NLTS are weighted. Because of the predominance of students with learning disabilities in the population of secondary students with handicaps, the figure for *all conditions* is usually similar to the figure for students with learning disabilities. For many of the outcomes discussed in this chapter, the figures for the individual disability categories differ substantially from the figure presented for all conditions.

TABLE 17

Percentage of Special Education Exiters Who Graduate a/ and the Diploma They Receive

	Percentage of Exiters Graduating		Percentage of Graduates Receiving						Sample Size	
			Regular Diploma		Special Diploma		Certificate of Completion		Exiters	Graduates
All conditions	56.2	(1.76)b/	78.8	(2.22)	10.1	(1.63)	9.5	(1.59)	3,045	1,308
Learning disabled	61.0	(4.14)	89.0	(3.97)	4.6	(2.66)	5.0	(2.76)	533	239
Emotionally disturbed	41.8	(5.29)	88.2	(6.23)	5.1	(4.25)	2.7	(3.13)	334	103
Mentally retarded	49.9	(4.57)	52.2	(7.34)	24.6	(6.33)	21.8	(6.07)	459	178
Speech impaired	62.7	(6.36)	91.4	(5.64)	2.5	(3.14)	6.1	(4.81)	222	95
Visually impaired	69.5	(5.40)	85.7	(5.88)	4.4	(3.35)	10.2	(4.94)	279	144
Deaf	71.8	(4.69)	73.8	(5.99)	8.7	(3.84)	13.5	(4.66)	354	207
Hard of hearing	72.3	(5.56)	89.4	(5.38)	6.2	(4.21)	4.1	(3.46)	249	126
Orthopedically impaired	76.5	(5.30)	75.4	(7.98)	16.8	(6.92)	7.2	(4.79)	246	112
Other health impaired	65.4	(7.82)	96.8	(5.09)	2.0	(4.05)	.6	(2.23)	142	46
Multihandicapped	32.2	(6.79)	c/		c/		17.9	(11.73)	182	41
Deaf/blind	c/		1.8	(6.32)	c/		c/		45	17

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a/ Completion status is determined from parent reports and school records. Youth were exiters in the 1985-86 and 1986-87 school years. There is no significant difference in the dropout rate for these two years.

b/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage. Example: the percentage of LD exiters graduating from school may range with 95 percent confidence, between 56.9 percent and 65.1 percent.

c/ Too few cases to report.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

Dropping Out of Special Education

For the 1986-87 school year, States reported to OSEP that one quarter of the special education school exiters were dropouts (Table 14). Fifty-five percent of 16 year-old school leavers dropped out, as did 34 percent of 17 year-old school leavers (Table 16).

More students who have serious emotional disturbances exited by dropping out (42 percent), than by any other means. This is the only handicapping condition for which more dropouts are reported than graduates (see Table 15). Twenty-six percent of students with learning disabilities exited by dropping out. Handicapping conditions with low percentages for exiting by dropping out include deaf-blind, multihandicapped, hard-of-hearing and deaf, and visually handicapped students.

The NLTS, on a sample of 3,045 special education exiters, reported a dropout rate of 36 percent for school years 1985-86 and 1986-87. Some of the differences between OSEP's dropout rate of 25 percent and the rate of 36 percent reported by the NLTS can be attributed to the different age ranges for each set of data. States currently report data to OSEP for students aged 16 through 21, while the NLTS obtained data on students aged 15 through 26.

Also, it can be assumed that special education dropouts make up a large percentage of the exits reported to OSEP by the States within the category *other reasons for exit*. In general, this category reports students who are no longer receiving special education services, but the specific reasons for their exit is unknown, as well as special education students who died during the school year. For school year 1986-87, States reported 27,955 students, or 13 percent, of the school leavers within this category.

The dropout rates reported in studies done on the State and local level fall into a range similar to these national studies. State studies have reported dropout rates that range from 31 percent for mildly impaired youth in several districts in Florida (Fardig, et al., 1985) and 34 percent in Vermont (Hasazi, Gordon, and Roe, 1985) to 40 percent for special education students overall in New Hampshire (Lichtenstein, 1988). In urban districts, the rates appear to be higher. Dropout rates for youth with learning disabilities in urban areas have been reported as high as 42 percent (Cobb and Crump, 1984), 47 percent (Levin, Zigmond, and Birch, 1985), 50 percent (Edgar, 1987), and 53 percent (Zigmond and Thornton, 1985).

Although special education students drop out of school at a higher rate than their nondisabled peers (rates range from a low of 14 percent for the general youth population as reported by the National Center for Educational Statistics, to a high of 18 percent as reported by the U. S. Department of Labor), their reasons for dropping out are largely the same. Poor academic performance, presence of a limiting condition, not liking school, and disciplinary problems are cited as major reasons why nondisabled students drop out of school (see Barro and Kolstad, 1986; NCES, 1986a; Rumberger, 1983).

OSEP's NLTS data provide similar findings for special education students (Table 18). The reasons most commonly cited by parents for youth dropping out of school are that they do not like school (30.4 percent) and/or are not doing well in school (28.1 percent). These findings are consistent with recent studies of special education dropouts in California (Jay and Padilla, 1987) and Florida (Project Transition, 1986). In the California study, educators described special education dropouts as students who were failing in school, were not well integrated socially, had poor attendance, and did not see school as relevant to their lives. The NLTS reports other reasons specific to youth with particular disabilities. Among youth with emotional disturbances, for example, behavior problems are cited as the reason for 26.8 percent of such youth dropping out of school. Health or disability-related problems are cited by parents of about half of health impaired youth and about 40 percent of youth with multiple handicaps.

In addition to describing reasons for dropping out of school, research has demonstrated several characteristics of youth and their families that relate to the propensity to drop out. For the general youth population, research has documented significantly higher dropout rates for males, youth from low-income families, minorities, and youth in urban areas (see U. S. Bureau of the Census, 1987a and 1987b; NCES 1986a; U. S. GAO, 1986; Rumberger, 1983).

However, the NLTS reports that for special education students, gender does not seem to be related to dropping out (Table 19). There is no significant difference between males and females in their dropout rate (37.5 percent vs. 33.5 percent). Neither is there a significant difference based on ethnicity (Table 19).

OSEP NLTS findings also show that socioeconomic status, as measured by household income and head of household education, is strongly related to the dropout rate for youth with disabilities, as for nondisabled students (Table 19). For example, the dropout rate is 42 percent among youth from families with an income of under $12,000 per year but only 19.7 percent for those whose families have an income of more than $25,000 per year. Similarly, 43.7 percent of youth from households whose head was not a high school graduate drop out, compared with 18.1 percent of youth from households whose head completed four or more years of college. Youth in urban areas drop out at a significantly higher rate than those in suburban areas; there is no significant difference between dropout rates for rural youth and others.

TABLE 18

Reasons Cited by Parents for Dropping Out of Secondary School Among Youth with Disabilities

		Primary Handicapping Condition										
Reason for Dropping Out	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthoped-ically Impaired	Health Impaired	Multi-handicapped
Percentage of youth reported by parents to have dropped out of secondary school because of:												
Pregnancy/childbearing	7.8	8.9	5.8	6.7	0.0	24.0	34.2	15.4	a/	0.0	2.0	0.0
Poor grades, not doing well in school	28.1	32.7	19.1	26.3	30.0	15.7	12.6	11.3	a/	15.6	8.9	0.0
Wanting/needing a job	9.4	10.9	5.0	12.0	0.0	0.0	7.0	.0	a/	0.0	0.0*	0.0
Moving	1.2	0.0	.7	5.5	10.0	0.0	1.5	2.6	a/	4.2	4.2	0.0
Didn't like school	30.4	31.2	32.3	24.9	41.7	29.9	25.6	38.6	a/	21.5	19.6	17.9
Illness/disability	5.2	2.8	6.9	7.7	4.2	16.4	13.3	3.5	a/	32.7	49.1	39.6
Behavioral problems	16.6	14.4	26.8	13.6	12.1	0.0	3.3	2.6	a/	0.0	4.9	4.4
Didn't get program youth wanted	3.3	5.0	1.2	0.0	0.0	5.3	3.8	2.6	a/	0.0	0.0	10.3
Other	33.4	38.9	28.0	19.3	40.6	17.2	29.1	40.9	a/	34.4	18.5	50.3
(Number of respondents)	363	88	92	44	19	14	24	20	2	21	16	23

a/ Numbers too small to report.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988; data collected in 1987.

TABLE 19

Factors Associated with Dropping Out of Secondary School for Youth with Disabilities

Individual/Family Characteristics	Percentage of Exiters Who Dropped Out
Gender	
Male	38
Female	34
Urbanicity	
Urban	40
Suburban	29
Rural	36
Ethnicity	
White	34
Black	36
Hispanic	44
Other	23
Household income	
<$12,000 per year	42
$12,000 to $25,000 per year	38
>$25,000 per year	20
Head of household education	
Not a high school graduate	44
High school graduate	27
Some college courses or 2-year college degree	28
College degree or more (graduate courses, graduate degree)	18

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

Aging Out of Special Education

OSEP State-reported data for the 1986-87 school year show that 5,351 handicapped students left school because they had reached the maximum age for which special education services are provided (Table 14). This number of students represented about 3 percent of the total exiting population and includes students ages 17 to 25. Predictably, most students "age out" of the system (i.e., reach the maximum age) during their 20th or 21st year (see Table 16). The percentages of students aging out of school, by handicapping condition, are highest for students who are deaf-blind, mentally retarded, and multihandicapped at 15 percent, 6 percent, and 4 percent, respectively.

While Federal funds are available to students in special education programs through the age of 21, State mandates for upper age limits for special education service eligibility vary widely (see Table 20) (NASDSE, 1988). The majority of States (23) provide special education services through the age of 20 (up to age 21), or through the age of 21 (22 States). In most States, if students with handicaps complete their prescribed program by graduating, receiving a certificate of completion, or otherwise meeting State established criteria for program completion -- eligibility for special education terminates, even if the student has not reached the maximum age. Additionally, in some States, services to students with handicaps may extend beyond the mandated age if districts also serve nonhandicapped students to a later age.

Anticipated Services

Section 618(b)(3) of the EHA requires OSEP to report data on the number of types of anticipated services for handicapped children and youth exiting the educational system. States reported that approximately 34 percent of the anticipated services will be needed by students with mental retardation. Approximately 32 percent and 19 percent of the anticipated services will be needed by exiting students with learning disabilities and emotional disturbances, respectively. Fewer than 5 percent of the services that the States have anticipated will be needed by exiting students in the speech or language impaired, other health impaired, visually handicapped, or deaf-blind exiting categories (see Appendix A, Table AE1).

The type of services most frequently needed for disabled youth leaving the special educational system were vocational (Table 21). Vocational/training services were the most needed service for students in the learning disabilities, mentally retardation, multihandicapped, and visually handicapped categories who were exiting the system in 1986-87. Vocational rehabilitation evaluative services were identified as most needed by exiting students with speech and other health impairments. And, vocational placement was identified as most needed by students categorized as orthopedically impaired and hard of hearing and deaf. States anticipated counseling as the service most needed by existing students categorized as emotionally disturbed or deaf-blind (see Appendix A, Table AE1).

TABLE 20

State Mandates for Upper Age Limit
for Service Eligibility (1988)

Children with handicaps are eligible for special education and related services through the ages listed below:

Through Age 17

Indiana

Through Age 18

Montana

Through Age 19

Maine

Through Age 20

Alabama
Colorado
Hawaii
Iowa
Louisiana
Minnesota
Missouri
New Hampshire
North Dakota
Rhode Island
South Dakota
Wyoming
Arkansas
Delaware
Idaho
Kentucky
Maryland
Mississippi
Nebraska
North Carolina
Oregon
South Carolina
Wisconsin

Through Age 21

Alaska
California
District of Columbia
Illinois
Massachusetts
New Jersey
New York
Oklahoma
Tennessee
Utah
Virginia
Arizona
Connecticut
Georgia
Kansas
Nevada
New Mexico
Ohio
Pennsylvania
Texas
Vermont
Washington

Table 20 (continued)

Through Age 22

West Virginia

Through Age 23/24:

None

Through Age 25

Michigan

Other

Florida - Children are eligible for 13 years of schooling beginning in kindergarten.

Notes:

1. In most States, eligibility for special education and related services terminates upon graduation or program completion as defined in State policy (e.g., fulfillment of IEP goals and objectives, or receipt of special diploma or certificate of completion). If a student does not graduate or complete the program, eligibility continues through the age indicated.

2. In most States, students who are still in a program when they reach the upper age limit remain eligible to receive special education and related services through the end of that school term or year.

3. In most States whose upper age mandate is lower than the Federal mandate (through the age of 21), States may permit the continuation of services beyond the age mandated using Federal and local funds.

Source: NASDSE/Forum, Fall, 1988.

TABLE 21

Types of Services Anticipated to be Needed in 1987-88 by Students Aged 16 Years and Older Exiting the Educational System During School Year 1986-87

	1987-88	
Service Type	Number	Percentage
Counseling/guidance	64,631	14.0
Transportation	19,627	4.3
Technological aids	8,269	1.8
Interpreter services	2,550	0.6
Reader services	4,795	1.0
Physical/mental restoration	11,181	2.4
Family services	24,153	5.2
Independent living	23,511	5.1
Maintenance	19,212	4.2
Residential living	11,574	2.5
Vocational training	75,229	16.3
Postemployment services	26,190	5.7
Transitional employment services	35,247	7.7
Vocational placement	66,879	14.5
Evaluation of vocational rehabilitation services	57,648	12.5
Other services	9,538	2.1
Total	460,234	100.0

Source: OSEP State Reported Data Produced by ED/SEP Data Analysis System (DANS) October 1, 1988.

States have reported several problems in collecting anticipated services data. One critical problem is that often the data are supplied by secondary school teachers who may be unfamiliar with adult services. To improve the data on anticipated services, OSEP has funded the American Institute for Research and the Research Triangle Institute to develop alternative approaches to data collection. These projects are exploring the possibility of asking teachers to supply data on characteristics of exiting students. The services needed by the students will then be inferred from the descriptive information supplied by the teachers.

Participation in Postsecondary Education

Data from the OSEP NLTS provide, for the first time, information on postsecondary course taking for the special education population. The study reports that fewer than 15 percent of special education exiters who have been out of secondary school one to two years participated in postsecondary education or training in the previous year (see Table 22). There is no significant difference in participation between youth out of secondary school less than one year and those out of school longer. Vocational or trade schools are the most commonly attended postsecondary institutions, with 8.1 percent of exiters reportedly enrolled in the year before they were interviewed. Almost 6 percent attend a two-year or community college, while only 2 percent attend a four-year college or university.

These figures are significantly below the postsecondary education participation rates for the general youth population. Two years after leaving high school, 56 percent of the sophomore cohort of the High School and Beyond study (Jones, et al., 1986) were involved in postsecondary education or training. The institutions most commonly attended by nondisabled students are four-year colleges (28 percent), followed by two-year colleges (18 percent). Only for vocational or trade schools does the rate of participation by youth with disabilities approach the rate of other students (10 percent). Because participation rates in postsecondary education are significantly higher for high school graduates than for dropouts (21 percent versus 5 percent), the relatively higher dropout rate for special education students contributes to the relatively lower rate of postsecondary education participation.

Data from the NLTS show that when special education students do attend postsecondary educational institutions, they do not do as well as nondisabled students, as measured by the grades they receive. Parents report that 26 percent of youth with disabilities earn mostly As or Bs in their postsecondary education, compared to 52 percent of nondisabled students (Jones, et al., 1986). Among youth with disabilities, 26 percent earn less than a C average, compared with 5 percent of nondisabled students.

TABLE 22

Postsecondary Education Participation of 1985-86 Special Education Exiters

	Percentage of 1985-86 Exiters Taking Courses From				
Handicapping Condition	Any Postsecondary Institution	Vocational/ Trade School	2-Year College	4-Year College	Sample Size
All conditions	14.6 (1.95)a/	8.1 (1.50)a/	5.9 (1.30)a/	2.1 (0.79)a/	1,265
Learning disabled	16.7 (4.67)	9.6 (3.69)	6.9 (3.17)	1.8 (1.66)	245
Emotionally disturbed	11.7 (5.50)	8.8 (4.85)	4.1 (3.40)	1.3 (1.94)	131
Mentally retarded	5.8 (3.58)	4.3 (3.10)	1.2 (1.67)	.6 (1.18)	164
Speech impaired	29.3 (9.79)	7.0 (5.49)	19.3 (8.49)	8.3 (5.94)	83
Visually impaired	42.1 (9.23)	2.9 (3.14)	15.2 (6.71)	27.5 (8.34)	110
Deaf	38.5 (7.69)	7.0 (4.03)	19.0 (6.20)	15.2 (5.67)	154
Hard of hearing	30.1 (8.95)	11.6 (6.25)	12.7 (6.49)	7.0 (4.98)	101
Orthopedically impaired	28.0 (8.47)	9.0 (5.40)	10.4 (5.76)	9.5 (5.53)	108
Health impaired	30.7 (11.21)	13.2 (8.23)	12.1 (7.93)	7.6 (6.44)	65
Multihandicapped	3.8 (4.27)	.9 (2.11)	4.0 (4.38)	.2 (1.00)	77
Deaf/blind	8.3 (10.41)	8.8 (10.69)	0.0 -	0.0 -	27

a/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

THE EMPLOYMENT STATUS AND OUTCOMES OF YOUTH WITH HANDICAPS WHO ARE IN TRANSITION

The significant unemployment *and* underemployment of youth and adults with handicaps in the United States have major implications for their personal futures, as well as for society as a whole. The 1978 Survey of Disability and Work (U.S. HHS, SSA, 1978), a national study on the work status of persons with disabilities, reported that among 22 million persons aged 18 to 64 who were estimated to have work disabilities in the summer of 1978, 12 million were not in the work force. Of the 10 million handicapped persons in the labor force, the unemployment rate was 7 percent, compared with 4.5 percent for the nonhandicapped population. Additionally, part-time and part-year employment were more common among employed disabled persons than among the nondisabled population.

Recent data from the NLTS and findings from several follow-up studies focusing on the special education population, highlight the importance of the employment of youth while still in secondary school as well as the role of employment for youth who are no longer in secondary school.

Employment of Youth in Secondary School

For students with disabilities, having paid employment during secondary school has a strong relationship to the ability to obtain a paid job upon leaving school (Hasazi, et al., 1985). According to OSEP's NLTS, paid employment is a common experience for youth while they are still in secondary school: 42 percent of youth with disabilities are reported by parents to be holding some kind of a paid job, including paid work study, sheltered workshop, or competitive employment (see Appendix C, Table C.3). This figure is similar to the 44 percent of the general population of in-school youth who were employed during a one-month period[19] (U.S. Bureau of Labor Statistics, 1986). Among in-school youth with disabilities, about 7 percent have paid work study jobs, 27 percent have part-time competitive employment, and 8 percent of youth work full time in competitive employment (see Appendix C, Table C.3). Youth with orthopedic or multiple impairments are significantly less likely to have paid employment while in secondary school than youth with milder disabilities.

Among employed in-school youth with disabilities, 23 percent work fewer than 10 hours per week and 25 percent work 35 or more hours per week. Employed in-school youth are most likely to be working at lawn work or odd jobs (18 percent); as waiters, busboys, or cooks (17 percent); at babysitting or child care (12 percent); or at other manual labor, including sheltered workshop activities (30 percent). Their average pay is $3.48 per hour, just above minimum wage at the time of the interview, however, 25 percent of in-school youth earn less than $3.00 per hour. On average, the longest job they have held lasted 10.3 months.

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[19] The figure for the general population of youth covers a one-month period (October 1985). National Transition Study figures include summer employment; if fall employment had been measured, lower employment rates may have been found.

Employment of Youth No Longer in Secondary School

When youth leave secondary school, employment takes a more central role for a greater proportion of youth. NLTS data reveal that, as expected, out-of-school youth are significantly more likely than those still in secondary school to be working for pay. However, even after leaving secondary school, fewer than half of youth with disabilities find competitive paid jobs (this does not include paid work-study jobs or paid sheltered employment). Overall, 23 percent of youth with disabilities who have been out of school less than one year work part time for pay and 22 percent work full time (see Appendix C, Table C.4). Employment rates are not significantly different for youth who have been out of secondary school more than one year; 17 percent have part-time paid jobs and 29 percent work full time for pay, as shown in Table 23.

The finding of the NLTS that only about half of disabled youth out of secondary school more than one year are working for pay is similar to an employment rate of 50 percent reported in an early study of special education exiters in Washington (Gill, 1984) and to rates approaching 60 percent reported in studies in Colorado and in Washington (Mithaug and Horiuchi, 1983; Edgar, Levine and Maddox, 1986). The rate of full-time employment found in the OSEP Longitudinal Study (29 percent) is also similar to rates in studies of special education exiters in Colorado (32 percent; Mithaug and Horiuchi, 1983), and marginally lower than reported by studies in Vermont (37 percent; Hasazi, Gordon, and Roe, 1985) and Virginia (42 percent; Wehman, Kregel, and Seyfarth, 1985).

Employment levels for youth with disabilities nationally are markedly below employment rates for nondisabled youth. In the general population of youth 16 to 21 years of age and not in secondary school, 62 percent work for pay (Borus, 1984), compared with 46 percent of youth with disabilities as reported by the NLTS. Only among youth with learning disabilities does the employment rate (57 percent employed for pay) approach the level of their nondisabled peers.

According to NLTS data, several factors appear to relate to the propensity to find full-time paid employment among disabled youth who have been out of secondary school more than one year. Males are significantly more likely than females to be working full time (see Appendix C, Table C.4) as are youth in urban areas compared with those in suburban communities. Youth who are white and from families with higher incomes are also more likely to be employed full time. However, there is no significant relationship between the educational level of the head of household and youths' full-time employment. High school graduates have a significantly higher rate of full-time employment than those who age out or drop out. Hence, the fact that the dropout rate for youth with disabilities is

TABLE 23

Employment Status of Youth with Disabilities Who Are Out of Secondary School More than One Year

	Percentage of Youth Working for Pay				
Handicapping Condition	Part Time		Full Time		Sample Size
All conditions	17.2	(2.03)[a]	29.2	(2.45)[a]	1,326
Learning disabled	19.3	(4.90)	37.9	(6.03)	249
Emotionally disturbed	21.5	(6.90)	18.5	(6.53)	136
Mentally retarded	11.6	(4.76)	19.8	(5.92)	174
Speech impaired	21.2	(8.64)	28.8	(9.57)	86
Visually impaired	14.3	(6.48)	10.0	(5.56)	112
Deaf	14.7	(5.56)	23.6	(6.66)	156
Hard of hearing	22.6	(8.20)	22.9	(8.24)	100
Orthopedically impaired	12.6	(6.09)	1.3	(2.08)	114
Health impaired	14.9	(8.66)	13.9	(8.41)	65
Multihandicapped	4.4	(3.94)	1.3	(2.18)	104
Deaf-blind	9.5	(10.49)	0.0	-	30

[a] Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

higher than that for nondisabled youth may translate into a reduced ability to compete for full-time employment when disabled youth leave school.

The average wage for youth who have been out of school more than one year is $4.35, as Table 24 shows. This figure is about $1.00 per hour above the wages earned by in-school youth with disabilities. About 12 percent of youth with disabilities continue to earn less than $3.00 per hour more than one year after they leave high school, and about 21 percent earn more than $5.00 per hour. These wage levels for youth nationally in 1987 are very similar to those reported in Vermont for 1984; then, 75 percent of special education exiters in Vermont earned less than $5.00 per hour (Hasazi, Gordon, and Roe, 1985), compared with 79 percent for youth nationally in 1987. However, a study in Virginia showed that 75 percent of special education exiters in 1984 earned less than $3.00 (Wehman, Kregel, and Seyfarth, 1985), compared to 12 percent for youth nationally in 1987.

There is only about a $1.00 per hour difference in average hourly wage between youth with milder handicaps and those who are more severely impaired. For example, youth with learning disabilities average $4.63 per hour after one year out of high school, compared with $3.68 for youth with mental retardation and $3.39 for those with multiple impairments.

THE INDEPENDENT LIVING STATUS AND OUTCOMES OF TRANSITIONING YOUTH WITH DISABILITIES

Definitions of *independent living* range widely, most often depending upon the types and severity of the handicaps under discussion (Harnisch, Chaplin, Fisher, and Tu, 1986). Rusch et al. (1985), for example, define independent living as the transfer from dependence on publicly supported programs to a reliance on integrated community services. Kregel, Wehman, and Seyfarth (1985) define independent living in terms of skills and activities that help to reduce the dependence of the persons with handicaps on others. They emphasize that the extent to which persons with disabilities are able to access ordinary community services, for example, through transportation and shopping skills, and whether they have the skills necessary for integration into the wider community, are measures of their ability to function autonomously. Clowers and Belcher (1979) propose to evaluate independent living over four subcategories: independence in community .mobility, in residence, in self-advocacy and self-management, and in social-leisure activity. Comments each of these definitions, independent living means that disabled persons can function within the framework of the community in which they live.

Skill Level

The NLTS explores several aspects of the functional abilities and skills of youth with disabilities, as reported by their parents or guardians. One category of skills includes three basic self-care activities: the ability to dress oneself,

TABLE 24

Wages Earned by Youth with Disabilities Who Are Out of Secondary School More Than One Year and Working for Pay

		Percentage Earning Hourly				
Handicapping Condition	Average Hourly Pay	<$3.00		>$5.00		Sample Size
All conditions	$4.35	11.9	(2.92)[a]	21.0	(3.67)[a]	473
Learning disabled	4.63	7.6	(4.36)	25.0	(7.12)	142
Emotionally disturbed	3.94	16.3	(10.24)	12.4	(9.14)	50
Mentally retarded	3.68	24.7	(11.40)	11.5	(8.43)	55
Speech impaired	4.09	13.9	(10.72)	b/		40
Visually impaired	3.12	b/		10.6	(10.84)	31
Deaf	4.08	3.4	(5.02)	6.6	(6.88)	50
Hard of hearing	4.08	6.5	(7.12)	b/		46
Orthopedically impaired	b/	b/		b/		21
Health impaired	b/	b/		b/		22
Multihandicapped	b/	b/		b/		11
Deaf-blind	b/	b/		b/		

a/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

b/ Too few cases to report.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

feed oneself, and get around places outside the home. Parents were asked to report whether youth perform these activities "very well," "pretty well," "not very well," or "not at all well." Assigning a value of 4 for "very well," decreasing to 1 for "not at all well," parents rated the self-care skills on a summative scale ranging from 3 to 12 (Table 25). Overall, 86 percent of youth perform all three skills very well (that is, have a scale score of 12). However, this overall score is dominated by the prevalence of youth with learning disabilities in the disabled population, youth who typically have no trouble performing these kinds of activities. Scores are significantly lower for youth with other kinds of disabilities. For example, only 52 percent of youth with visual impairments and 42 percent of youth with orthopedic impairments perform self-care skills very well; the figure drops to 35 percent for youth with multiple handicaps and to 21 percent for youth who are deaf-blind. (Scores for the components of the scales reported here are found in Appendix C, Table C.6.)

Parents also rated youth on a set of abilities related to applying basic mental processes to daily living. These functional mental skills included the ability to look up telephone numbers and use the telephone, tell time on a clock with hands, read and understand common signs, and count change. Scoring ranged from 4 (ability to do each skill "very well"), to 1 (if youth did an activity "not at all well"), producing a summative scale ranging from 4 to 16. These kinds of functional mental skills clearly present more difficulty for youth in all disability categories, as shown in Table 25. Overall, 40 percent of youth with disabilities perform all 4 functional mental skills very well (have a scale score of 16). The percentage of youth performing these skills very well ranges from 55 percent of youth with speech impairments and 50 percent of youth with emotional disturbances to 8 percent of youth with multiple impairments and 5 percent of youth who are deaf-blind. Among the four skills measured by the scale, looking up telephone numbers and using the telephone presents the greatest difficulty (see Appendix C, Table C.7).

Residential Independence

OSEP's National Longitudinal Transition Study data indicate that almost 95 percent of youth with disabilities who are still in secondary school live at home with a parent, as is true for nondisabled youth (94 percent; U.S. Bureau of the Census, 1987c). Youth who have left secondary school are more likely to leave their parents' home and establish other living arrangements. Among youth who have been out of secondary school 1 year or less, 82 percent still live with parents (see Appendix C, Table C.8); this figure drops to 69 percent of youth who have been out of school more than 1 year.

These figures are very similar to the 68 percent rate of living at home among special education graduates in Colorado (Mithaug and Horiuchi, 1983) and are lower than the 82 percent rate reported by a study in Vermont (Hasazi, et al., 1985). Longitudinal Study data show a higher percentage of youth still living at home after high school than for nondisabled youth (50 percent of High School

TABLE 25

Percentage of Youth Reported by Parents to Perform Self-Care Skills and Functional Mental Skills Very Well

	Percentage Who Perform "Very Well"				
	Self-Care Skills[a]		Functional Mental Skills[b]		Sample Size
All disabled youth	86.4	(0.83)[c]	40.4	(1.19)[c]	6,586
Learning disabled	95.4	(1.36)	46.0	(3.23)	912
Emotionally disturbed	94.1	(1.90)	49.7	(4.02)	593
Mentally retarded	67.4	(3.13)	22.5	(2.79)	860
Speech impaired	91.8	(2.53)	54.3	(4.59)	452
Visually impaired	51.6	(3.72)	21.5	(3.05)	695
Deaf	83.4	(2.68)	34.0	(3.41)	743
Hard of hearing	92.3	(2.04)	43.3	(3.78)	659
Orthopedically impaired	42.3	(3.86)	40.2	(3.83)	628
Other health impaired	65.3	(4.60)	48.4	(4.83)	411
Multihandicapped	34.5	(3.94)	8.4	(2.30)	559
Deaf/blind	21.0	(9.28)	5.3	(5.10)	74

[a] Self-care skills include dressing oneself, feeding oneself, and going places outside the home, for example, to a neighbor's house or a nearby park.

[b] Functional mental skills include looking up telephone numbers and using the telephone, counting change, telling time on a clock with hands, and reading common signs.

[c] Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

and Beyond seniors still lived at home two years after leaving high school (NCES, 1986b).

As shown in Table 26, NLTS data indicate that 17 percent of youth who have been out of school more than one year have established an independent living situation (live alone, with a spouse or roommate, in a college dormitory, or in military housing). Youth with relatively mild impairments are more likely to attain independent living status. For example, 22 percent of youth with learning disabilities and 20 percent of youth who are deaf live independently, compared with 9 percent of youth with mental retardation and about 3 percent of youth with multiple impairments or who are deaf-blind. For most categories of youth, the percentage living independently after more than one year out of school is significantly higher than the percentage among youth who have been out of school one year or less, suggesting a trend toward greater independence.

For youth who are not already living independently, parents expect that the majority of them eventually will live away from home, on their own, without supervision. Table 27 indicates that 78 percent of parents believe such youth "definitely will" or "probably will" live independently in the future. When data are analyzed by handicapping condition, expectations are significantly lower for categories of youth whose skill levels are lower, as demonstrated in earlier tables, including the multiply handicapped, mentally retarded, and orthopedically and health impaired. Even among youth with learning disabilities, speech impairments, and who are hard of hearing, from 10 to 15 percent of parents doubt that the youth will be able to live independently, without supervision. If these expectations accurately reflect the youths' futures, a question is raised as to whether there will be alternative living arrangements for these youth in later years as their parents age and the youth are no longer able to live at home.

Financial Independence

According to data from the NLTS, among youth with disabilities who are still in high school, a large majority are becoming responsible for their own money (see Appendix C, Table C.9). Among in-school youth, 76 percent receive an allowance or other money they control. Only among youth categorized as multihandicapped, or deaf-blind, does this percentage fall below half the youth in a disability category.

Among out-of-school youth, only 41 percent have a savings account, and only about 6 percent of youth have a checking account or credit cards. More than half the youth have none of these forms of financial responsibility, regardless of their primary handicapping condition. These findings are similar to a report of the Colorado study that only 7 percent of special education exiters had a checking account (Mithaug and Horiuchi, 1983). Even when youth live independently, the NLTS data reveal that more than one in five still regularly receive money for their living expenses from family members.

TABLE 26

Percentage of Out-of-School Youth with Disabilities Who Live Independently

Handicapping Condition	Percentage of Exiters Out-of-School >1 Year Who Live Independently[a]		Sample Size
All disabled youth	17.3	(2.00)[b]	1,378
Learning disabled	22.0	(5.08)	255
Emotionally disturbed	15.1	(5.95)	139
Mentally retarded	9.2	(4.19)	183
Speech impaired	13.2	(7.03)	89
Visually impaired	26.0	(7.91)	118
Deaf	20.2	(6.16)	163
Hard of hearing	16.6	(7.15)	104
Orthopedically impaired	11.8	(5.82)	118
Other health impaired	15.8	(8.61)	69
Multihandicapped	3.1	(3.25)	109
Deaf/blind	3.4	(6.38)	31

a/ Independent living includes living alone, with a spouse or roommate, in military housing, or in a college dormitory.

b/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

TABLE 27

Percentage of Parents Reporting Youth Are Likely to Live Independently in the Future

Primary Handicapping Condition	Percentage[a]		Sample Size
All disabled youth	78.4	(1.05)[b]	5,897
Learning disabled	90.0	(2.08)	798
Emotionally disturbed	84.3	(3.12)	522
Mentally retarded	52.1	(3.51)	778
Speech impaired	82.4	(3.80)	385
Visually impaired	71.2	(3.49)	648
Deaf	82.4	(2.87)	678
Hard of hearing	85.0	(2.91)	579
Orthopedically impaired	52.5	(4.16)	553
Other health impaired	58.3	(5.10)	359
Multihandicapped	21.5	(3.52)	522
Deaf/blind	18.6	(8.81)	75

a/ Percentage of parents of youth who are not already living independently who report the likelihood that youth will live "away from home, on his/her own, without supervision" in the future as "definitely will" or "probably will."

b/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

The NLTS also investigated the extent to which the families of handicapped youth are financially independent or are receiving benefits or payments from various public programs. Because 35 percent of families of youth with disabilities report annual household incomes of less than $12,000 and another 33 percent have annual incomes of less than $25,000, participation in public assistance programs is common (see Appendix C, Table C.9). Overall, 53 percent of families receive benefits from some public benefit program, with the highest participation rates being in Food Stamps (24 percent) and Medicaid or similar government health benefit programs (22 percent). Fourteen percent of families receive supplemental Security Income (SSI) and 10 percent receive Supplemental Security Disability Income (SSDI). About 12 percent of families received Aid to Families with Dependent Children (AFDC), and 11 percent receive public assistance.

Social Integration

Personal relationships and affiliations with groups that share common interests enhance the quality of life. Table 28 presents data on several aspects of social integration for youth with disabilities who are in secondary school, out of secondary school up to one year, and out of school more than one year.

Among youth who are still in school, 43 percent belong to some kind of school or community group, with sports teams being the most common kind of affiliation. Group participation rates are highest for in-school youth who have speech or visual impairments or who are deaf, and lowest for those who have mental retardation, emotional disturbance, health impairments, or multiple handicaps (see Appendix C, Tables C.10 and C.11). National Longitudinal Transition Study data indicate that, overall, youth with disabilities maintain group affiliations while in school at a significantly lower rate than their nondisabled peers (High School and Beyond Study, NCES, 1986c).[20]

Schools apparently provide an important context for group affiliations, which drop significantly once youth leave school. Only 29 percent of youth out of school up to one year and 19 percent of youth out of school more than one year belong to a school or community group of any kind. This pattern of reduced involvement for out-of-school youth holds for youth in all disability categories (see Appendix C, Tables C.10 and C.11).

Involvement with individual friends appears to be more common than group membership. About half of youth are reported by parents to get together with friends outside of class 4 or more times per week, and only about 10 percent see friends less than once per week. There are no significant differences in involvement with friends between in-school and out-of-school youth. Youth with

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[20] The Parent/Youth Survey for NLTS incorporated questions from NCES's High School and Beyond Study, in order to make comparisons between handicapped and nonhandicapped populations more reliable.

TABLE 28

Social Experiences of Youth with Disabilities

	Secondary School Enrollment Status					
	In School		Out of School ≤ 1 Year		Out of School > 1 Year	
Percentage of youth belonging to a school or community group	43.0	(1.48)[a]	29.2	(2.49)[a]	18.7	(2.17)[a]
(number of respondents)	4,297		1,281		1,243	
Percentage of youth getting together with friends:						
Less than once/week	13.6	(1.04)	11.5	(1.79)	9.3	(1.67)
Once a week	10.9	(0.94)	11.4	(1.78)	11.7	(1.85)
2 to 3 times a week	25.3	(1.32)	28.2	(2.53)	31.0	(2.66)
4 to 5 times a week	16.6	(1.13)	14.3	(1.95)	14.8	(2.04)
More than 5 times a week	33.6	(1.43)	34.6	(2.67)	33.0	(2.70)
(number of respondents)	4,190		1,218		1,163	
Percentage of youth who are:						
Single, never married	--		97.3	(1.08)	87.6	(1.97)
Engaged	--		1.1	(0.69)	1.8	(0.79)
Married	--		1.3	(0.75)	10.4	(1.82)
Divorced/separated	--		.4	(0.42)	.2	(0.27)
(number of respondents)			871		1,078	
Percentage of youth who have ever been arrested	9.0	(0.86)	16.5	(2.03)	21.0	(2.26)
(number of respondents)	4,299		1,280		1,245	

a/ Using a 2-tailed test, the sampling errors have been calculated at a 95 percent confidence level. Confidence limits are included in parentheses following each percentage.

Source: OSEP National Longitudinal Transition Study, SRI International, December, 1988.

learning disabilities or emotional disturbances are most active with friends, and those with orthopedic or multiple impairments get together least often with friends.

For youth no longer in secondary school, a further measure of social integration is marital status. Among youth out of school up to one year, 2 percent are engaged, married, or living with someone of the opposite sex; this figure increases to 12 percent of youth who have been out of school more than one year. This compares with 8 percent of the general youth population (U.S. Bureau of the Census, 1986c). There is some variation in marital status for youth in different disability categories.

A final measure of social integration involves the extent to which youth with disabilities are arrested for committing crimes. People are most likely to experience arrest in the adolescent years; about 10 percent of all youth between the ages of 15 and 25 nationwide have been arrested (Federal Bureau of Investigation, 1986). Among youth with disabilities who are still in school, 9 percent have been arrested. This figure increases significantly for out-of-school youth: 17 percent of those out of school up to one year and 21 percent of those out of school more than one year have been arrested. Much of this seemingly high arrest rate is attributable to youth with emotional or behavioral problems; among youth with emotional problems, 27 pecent of those who have been out of school one year or less and 44 percent who have been out of school more than one year have been arrested. Youth with learning disabilities have an arrest rate generally equivalent to the total sample of youth with disabilities. Arrest rates for youth in other categories who have been out of school more than one year range from no arrests to about 14 percent.

SUMMARY

Some significant findings have emerged from this examination of OSEP's National Longitudinal Transition Study and other sources of data.

Education: The majority of special education students graduate; moreover, the majority who graduate do so with high school diplomas. These youths drop out, however, at higher rates than the general youth population, and their vulnerability to dropping out of school is directly linked to the socioeconomic status of their families. Attendance in postsecondary school is considerably lower than that of the general youth population: one year after secondary school, approximately 15 percent of youth with disabilities attend postsecondary institutions as opposed to the 56 percent attendance rate of the general population.

Employment: Only about half of youth with disabilities who have been out of secondary school more than one year are working for pay in competitive or sheltered employment, compared with a 62 percent employment rate for the general population. Males are more likely than females to obtain jobs, as are youth in urban areas. Youth from families with higher incomes are more likely to be employed full time. High school graduates with disabilities are significantly more likely to obtain full time employment than those who drop out or age out.

Independent Living Skills: The majority of youth with disabilities (86 percent) can perform self-care skills successfully. However, skills related to applying basic mental processes to daily living can be performed at the same level of ability by only 40 percent of youth with disabilities. Abilities in both skill areas vary widely by handicapping condition. Almost 95 percent of youth with disabilities who are still in secondary school live at home with a parent, as is true for nondisabled youth (94 percent). With each year out of school, the percentage of disabled youth still living at home declines significantly. Independent living is more common for youth with mild disabilities than with more severe disabilities. About 22 percent of parents of youths with handicaps doubt that their children will ever be able to live independently. More than half of youths with disabilities do not have savings accounts, checking accounts, or credit cards. Even when they live independently, more than one in five still regularly receive money for their living expenses from family members. Among youth still in school, 43 percent belong to some kind of school or community group; however, this participation rate drops by half after more than one year out of school. About half the population of youth with disabilities get together with friends four or more times per week, whether in school (outside of class), or out of school.

In the fall of 1990, the OSEP National Longitudinal Transition Study will collect additional data on the transitions of youth with disabilities from a new round of the Parent/Youth Survey and from school records.

CHAPTER V

PERSONNEL SUPPLY, DEMAND, AND NEED

In the years following the passage of the EHA-B, the demand for special education personnel has grown, as States and school districts began to deliver increasingly varied and complex services to school-aged children and to extend services to younger and older children with disabilities. The EHA Amendments of 1983 provided additional Federal discretionary monies to fulfill model program development for youths 18 through 21 years of age while the 1986 Amendments provided fiscal incentives to offer services to infants, toddlers, and preschoolers, increasing the need for highly trained personnel.

The *supply* of special education personnel is the number of teachers and other staff available for employment to meet the special educational needs of students. The supply of available personnel at the beginning of any school year consists of (a) personnel already employed who are holdovers from the previous school year, (b) newly trained personnel available for employment for the first time, (c) former personnel desiring to re-enter the service delivery system, and (d) qualified individuals who are not employed, but who are eligible for employment. Each of these categories includes both fully certified individuals and those with provisional waivers or emergency certification. The supply of personnel hinges on retention, training, and recruitment.

The *demand* for special education personnel is the number of personnel necessary to meet the educational needs of students. Demand is theoretically a function of the number of students served and optimum pupil-to-staff ratios as defined by States and school districts. However, demand is also influenced by available funds, staff configurations, and service delivery models.

Need is defined as the difference between supply and demand when demand exceeds supply--a shortage. Differences in State personnel policies, regulations, and definitions make the collection of comparable data very difficult. Although difficulties exist, the Congressionally mandated OSEP annual data collection currently provides the only national data base with measures of personnel employed and needed in special education. In addition, information on individuals trained under OSEP personnel preparation grants provides data on a limited, but important, part of the supply of special educators.

The primary purpose of this chapter is to present data on the number of special education teachers and other personnel serving students with handicaps and on the number of personnel trained under Part D of EHA as mandated by Congress. In addition, in response to recent concern as to the quality, accuracy, and comparability of State-reported personnel data, this chapter also explores some recent efforts to conceptualize and measure personnel supply, demand, and need in special education. The chapter ends by presenting the findings of an

OSEP study as to the validity, reliability, and comparability of data on personnel needs, a problematic measurement issue.

A CONCEPTUAL FRAMEWORK FOR PERSONNEL NEEDS

Two Models of Need

It is far from straightforward or simple to conceptualize and measure such entities as personnel supply, demand and need. This section presents the recent thinking of several scholars on estimating personnel needs.

The Office of Special Education Programs has been examining conceptual frameworks for special education supply and demand that described factors affecting the need for teachers and related services personnel. A framework is useful for illustrating the types of data that are necessary to examine supply and demand issues. One framework developed by Smull and Bunsen (1988) includes two quantitative models: a prevalence-based model and a market-based model. While both models use the same data elements to determine supply, each projects demand somewhat differently. The prevalence-based model (Figure 10) bases demand on the number of certified teachers required to meet educational needs given the current and projected prevalence of special education students. The market-based model (Figure 11) bases demand on the number of funded teaching positions available. Both models account for such factors as additions to and attrition from the personnel force, changes in the number of students served, funding levels, and current counts and projections of the number of certified and uncertified personnel. Addition components include: (a) newly trained personnel; (b) previously uncertified personnel who become certified; and (c) returning personnel. Attrition encompasses both personnel who leave the education system and those who take other positions within it. Smull and Bunsen (1988) provide formulas that define the relationships between these various elements of the model.

The models thus perform several functions. First, they provide a common framework for discussion of need and the elements that determine it. They also provide a basis for analyzing the interrelationships of these data elements and the affects of changes in their values. The models also allow for "what if" questions--that is, allow users to assess the effects of changing a key element. They also provide a mechanism to review and evaluate available data sets and measures of the key elements. Finally, these models permit the projection of the need for special education teachers.

Each of the two models lends itself to certain applications. The prevalence-based model projects the demand for certified personnel where changes in the number of students are anticipated, or compares the demand for personnel across jurisdictions. Prevalence-based projections are made independently of funding levels. The market-based model of need provides an immediate benchmark for comparing the demand with currently funded supply. A school system can use the

FIGURE 10

Projecting The Need For Special Education Teachers A Prevalence-Based Model

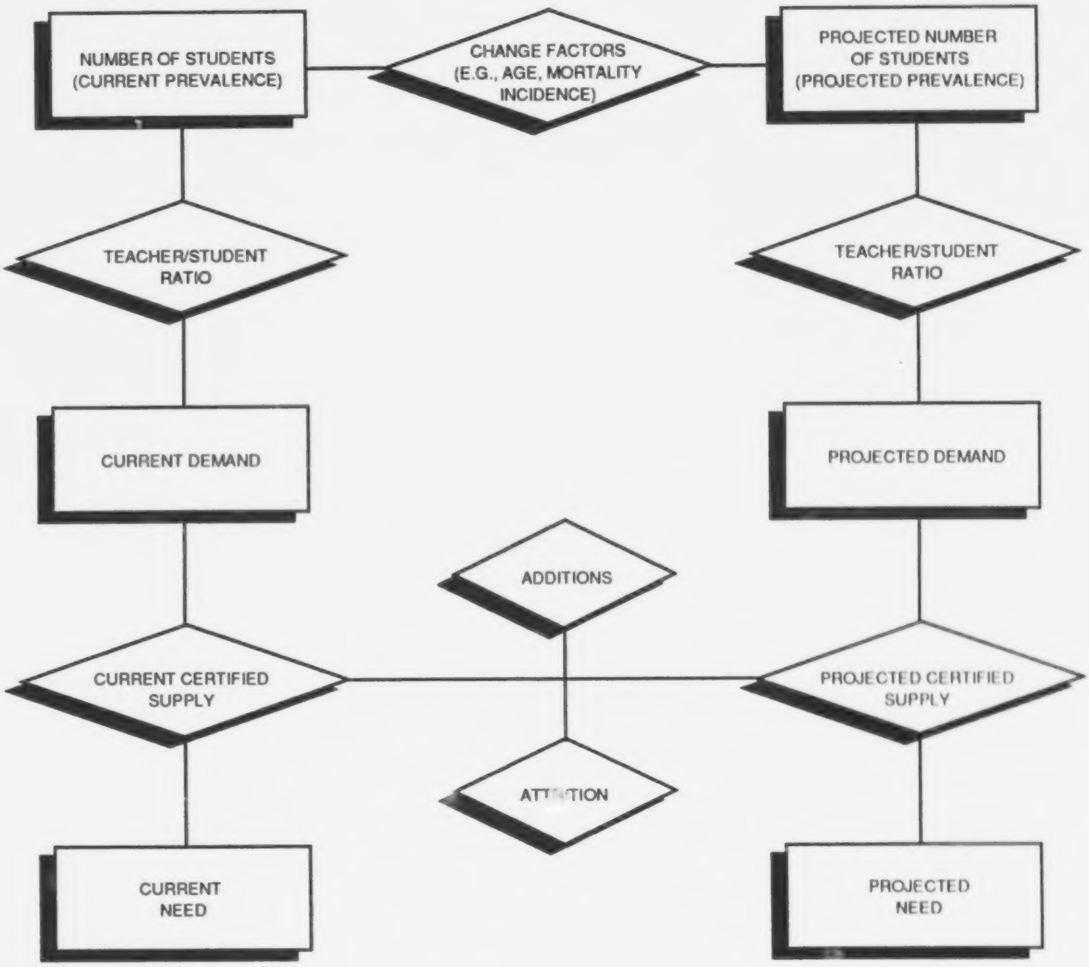
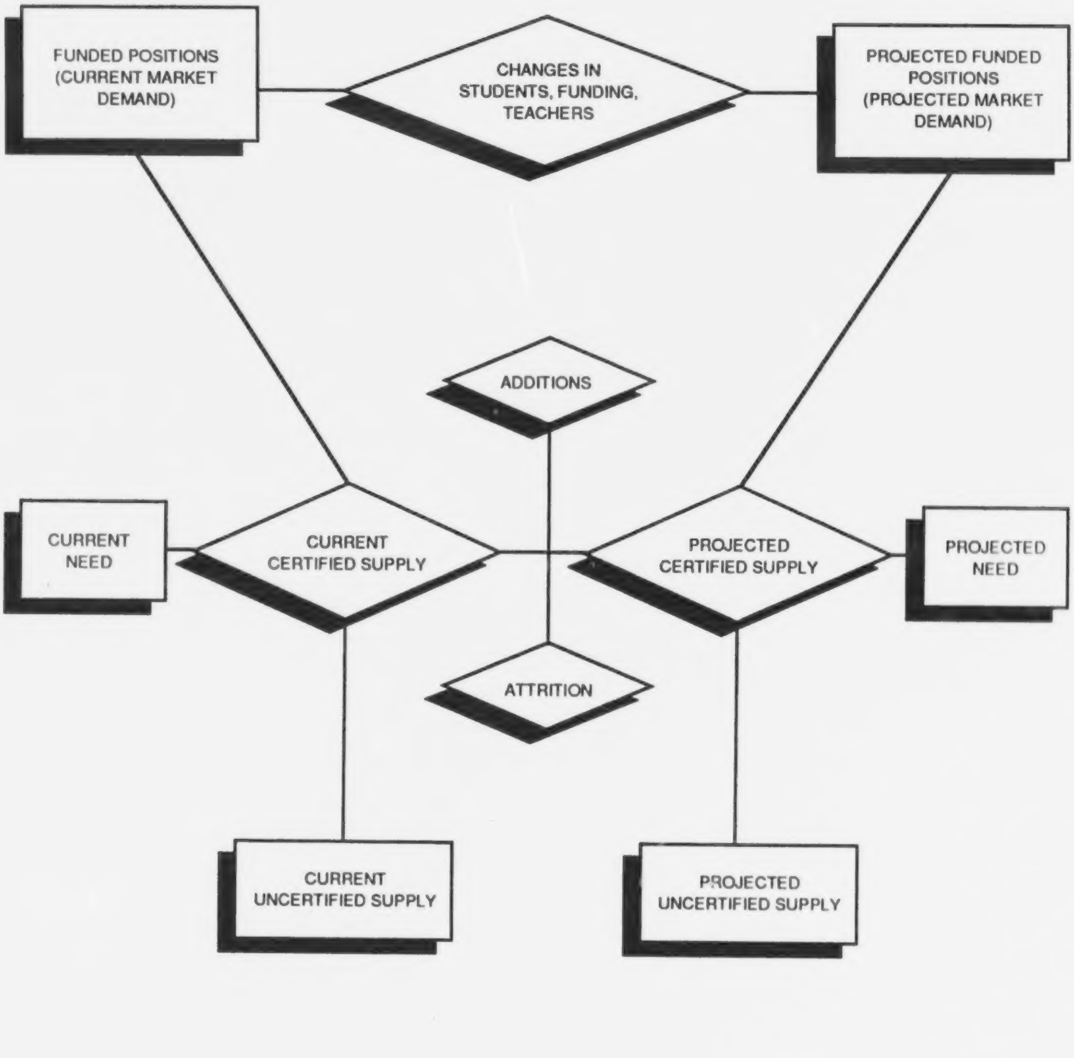

NUMBER OF STUDENTS (CURRENT PREVALENCE)
CHANGE FACTORS (E.G., AGE, MORTALITY INCIDENCE)
PROJECTED NUMBER OF STUDENTS (PROJECTED PREVALENCE)
TEACHER/STUDENT RATIO
TEACHER/STUDENT RATIO
CURRENT DEMAND
PROJECTED DEMAND
ADDITIONS
CURRENT CERTIFIED SUPPLY
PROJECTED CERTIFIED SUPPLY
ATTRITION
CURRENT NEED
PROJECTED NEED

FIGURE 11

Projecting The Need For Special Education Teachers
A Market-Based Model


FUNDED POSITIONS (CURRENT MARKET DEMAND)
CHANGES IN STUDENTS, FUNDING, TEACHERS
PROJECTED FUNDED POSITIONS (PROJECTED MARKET DEMAND)
ADDITIONS
CURRENT NEED
CURRENT CERTIFIED SUPPLY
PROJECTED CERTIFIED SUPPLY
PROJECTED NEED
ATTRITION
CURRENT UNCERTIFIED SUPPLY
PROJECTED UNCERTIFIED SUPPLY

two models together to compare the number of personnel positions funded with personnel need based on prevalence of students, and thus, the additional funding required to meet current and projected need.

The models may be used separately for different handicapping conditions, applied to an entire State or region, or used to create national estimates of need. When a shortage or need is identified, the framework helps educators weigh the factors causing the shortage and assess the effects of various possible solutions. In addition, this framework can be used to assess the impact of future changes in the number of students served, changes in certification policies, or the adoption of a new special education degree program at a nearby university. Finally, the framework allows decision-makers to compare the relative effectiveness of various policies in addressing shortages in special education personnel. For example, if policymakers want to address a shortage by increasing the number of newly certified teachers, they might assess the effects of creating noncategorical certification requirements on the supply of personnel: this would increase the number of additions, which in turn increases the projected supply (that is, the number of teachers available).

Measurement Issues

One key to utilizing this framework is the measurement of all elements of each model. Smull and Bunsen (1988) note that "as quantitative models, their ability to explore and explicate the key factors in determining need is limited by the quality and the availability of the data needed for each of the elements."

The utility of the framework depends on the availability of the data needed and the quality of the data used. Collecting data on such complex parameters as the supply and demand for personnel can be prohibitively expensive and time consuming. Consequently, some researchers have suggested substituting simple, easily collected measures that, although less precise, are less onerous to obtain. For example, Lauritzen proposes adopting the number of new emergency licenses as the best single measure of current teacher need (University of Wisconsin, 1988). He considers this measure an efficient means of assessing teacher shortages and argues that the number of newly issued emergency certificates encompasses a host of other factors, including changes in student populations, funding levels, and turnover rates, which are difficult and expensive to measure independently. Campeau and Appleby (1988) recommend using the number of budgeted unfilled vacancies as the best single measure of current, critical need; however, they supplement data on vacancies with information on underqualified personnel. The study uses measures of need that elaborate on qualitative measures that are often difficult to obtain.

Conceptual and practical difficulties multiply when we attempt to compile national estimates of personnel, supply, need, and demand. Data on special education personnel are reported yearly by local officials and are compiled at the State and Federal levels for OSEP.

Three measurement problems are: (a) variation among States in definitions and policies; (b) the differences in level at which data are collected; and (c) biases introduced by data collection methods. In addition, State and local autonomy in the provision of educational services make data collection difficult. Definitions of handicapping conditions vary among States, as do certification policies, waiver request procedures, and funding mechanisms. These differences make State-to-State comparisons problematic. Accurate regional and local figures are necessary to plan effectively for changes in the supply and demand for personnel. Attrition rates, the supply of new and returning teachers, specific educational needs and other elements in the framework vary from place to place. National estimates are needed to target Federal priorities of personnel training and for assessing interstate needs and solutions. Communication may break down, however, in the reporting of these data due to the differences noted above, leading to confusion in measurement.

As a final consideration, the method used to collect data can affect its validity and reliability. The study of personnel-needed data collected by OSEP (Decision Resources Corporation, 1988), reported later in this chapter, probes these issues for personnel-needed data.

PERSONNEL SUPPLY

The supply of special education personnel is the number of teachers and other personnel available to provide services to students. Various factors increase or decrease personnel supply, all of which must be considered when assessing actual supply. To make such assessments, decision makers tend to rely on the most readily available data, generally, the number of persons occupying positions in schools plus the number of newly trained personnel. However, counting personnel employed and trained permits only a limited assessment of personnel supply. Such counts do not reflect a complete picture of the total supply of available, eligible, or potential personnel, nor the impact of demand on the personnel supply (Decision Resources Corporation, 1988; Campeau and Appleby, 1988). Data on fully eligible personnel interested in employment, new arrivals to the region, State or district, and personnel who intend to return to the work force are missing from these counts.

In addition, a number of mediating forces influence the rate at which these counts change (i.e., retirement rates, attrition of current personnel). Supply is affected by the number of personnel who are working out of their area of certification; the number of personnel who hold temporary, provisional, or emergency certificates; and the size and availability of a reserve pool of potential personnel. University and State training efforts and local retraining programs affect supply, as well.

And finally, supply is also affected by numerous demographic or geographic factors, including type of school district (whether urban, rural, suburban), that have been shown to play a role in the recruitment and retention of other school personnel. Attempts to measure supply are limited by a lack of information about the extent to which such mediating forces affect the counts. Another problem is a lack of basic data on the characteristics of special education personnel. Haggstrom, Darling-Hammond, & Grissmer (1988) point to a multitude of complex factors at the local, State, and Federal level which interact and affect attempts to measure personnel supply. They propose that any assessment of supply requires--at a minimum--a profile of basic data on age, qualifications, and assignments of teachers, as well as data on the components of the supply pool from which current teachers came, and when they entered the teaching force.

Holding such measurement issues in abeyance for the moment, this section provides data on the numbers of special education personnel participating in training programs in FY 1987 supported in whole or in part by OSEP's Division of Personnel Preparation Grants. It then presents State-reported data on personnel employed in the 1986-87 school year.

OSEP Special Education Personnel Training

OSEP's Division of Personnel Preparation (DPP) makes grants to increase the supply of available special education personnel. Training grants for personnel preparation were authorized in 1970 under Part D of the EHA to increase the number of fully qualified personnel available to provide education and related services to handicapped children and youth. With appropriations exceeding $60 million annually since FY 1985, the bulk of program monies go to support personnel training efforts in the nation's colleges and universities. The program supports training for personnel in areas of critical shortages.

Decisions to award grants for personnel training are based, in part, on information relating to the present and projected need for personnel, based on identified regional, State, and national shortages. The Office of Special Education Programs reviews proposals submitted for grants for personnel training on technical merit, capacity to train qualified staff, and on the basis of identified personnel training needs. The grants are awarded competitively; the types of personnel trained with DPP funds depends on the types of projects submitted and the success of these projects in the competitive process. All grantees supported by OSEP submit data on students enrolled. Grantees that received training funds for FY 1987, and had completed one yearly cycle budget period as of November 1988, were sent a self-report data collection request; nearly 90 percent responded.

According to grantee data, 15,339 persons were enrolled as part-time or full-time students in preservice training in FY 1987. The largest portion (22.60 percent) were training to be cross-categorical educators; other types of personnel such as medical personnel, nurses, interpreters, and the like accounted for 14.96 percent; teachers of students with learning disabilities accounted for 14.71 percent; and speech-language pathologists, 12.46 percent. (See Table 29.) The

TABLE 29

Number and Distribution of Part- and Full-Time Students Enrolled in Preservice Training Funded by DPP During FY 1987

Category of Training	Number of Students	Percentage of All DPP-Funded Students
Audiologist	262	1.71
Adaptive physical education	582	3.79
Cross-categorical education	3,467	22.60
Deaf education	322	2.10
Deaf-blind education	96	0.63
Emotionally disturbed education	761	4.96
Hard of hearing education	152	0.99
Learning disabled education	2,256	14.71
Mentally retarded education	659	4.30
Multihandicapped education	295	1.92
Occupational therapist	90	0.59
Orthopedically impaired education	30	0.20
Other health impaired education	31	0.20
Physical therapist	75	0.49
Psychologist	114	0.74
School social worker	226	1.47
Speech language pathologist	1,911	12.46
Supervisory administrator	181	1.18
Therapeutic recreation therapist	336	2.19
Paraprofessional	766	4.99
Visually handicapped education	220	1.43
Vocational education	213	1.39
Other personnel[a]	2,294	14.96
Total	15,339	100.00

[a] Examples of "other personnel" includes medical personnel, nurses, and interpreters.

largest proportion of the 3,389 students receiving degrees were trainees for programs for cross-categorical educators (22.10 percent) followed by speech language pathologist (14.72 percent), other personnel (13.78 percent), and learning disabilities (12.04 percent).[21] (See Table 30.) For the 3,404 students whose training was supported in part by DPP grants, and who were either receiving or were being recommended for State or professional certification, the largest proportion were trained as cross-categorical educators (23.62 percent), followed by other professionals including medical personnel, nurses, interpreters, and the like (14.72 percent), teachers of learning disabled students (14.19 percent), and speech language pathologists (11.46 percent). (See Table 31.)

Personnel Employed

The OSEP State-reported data on employed personnel are counted as of December 1 of each year in full-time equivalents (FTE) (or fractions thereof) according to teaching assignment. For example, if a teacher works with students diagnosed as emotionally disturbed in the morning and with those diagnosed as learning disabled in the afternoon, the teacher is counted as a .5 FTE teacher of the learning disabled and a .5 FTE teacher of the emotionally disturbed. States report numbers of teachers according to the handicapping condition of the students they serve and also by the setting in which they teach (resource room, regular classroom, or itinerant/consulting). States report the numbers of staff other than teachers by profession (physical therapist, psychologists, etc.). For State-reported counts of special education personnel employed for the 1986-87 school year see Appendix A, Table AC1.

Counts of special education teachers employed in 1985-86 and 1986-87 are presented in Table 32. States and Insular Areas reported that the number of special education teachers employed increased from 291,954 to 296,196, or by approximately 1.5 percent from 1985-86 to 1986-87. Teachers of learning disabled students comprised 37.1 percent of all special education teachers in 1986-87, while teachers of mentally retarded students represented 20 percent. The largest percentage shifts from 1985-86 to 1986-87 by handicapping condition were for teachers of deaf-blind students (down 20.3 percent) and teachers of visually impaired students (up 10.5 percent).

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[21] The number of students receiving preservice training, degrees, and professional certification are different due to students leaving programs before completing all work, the decision of some not to apply for certification, or failure to complete all requirements for certification after receiving a degree, and the like.

TABLE 30

Number and Distribution of Students Who Received Degrees During FY 1987 in Programs Funded by DPP Grants

Category of Training	Number of Students	Percentage of All DPP-Funded Students
Audiologist	81	2.39
Adaptive physical education	113	3.33
Cross-categorical education	749	22.10
Deaf education	145	4.28
Deaf-blind education	23	0.68
Emotionally disturbed education	188	5.55
Hard of hearing education	20	0.59
Learning disabled education	408	12.04
Mentally retarded education	199	5.87
Multihandicapped education	70	2.07
Occupational therapist	43	1.27
Orthopedically impaired education	10	0.30
Other health impaired education	8	0.24
Physical therapist	75	2.21
Psychologist	2	0.06
School social worker	39	1.15
Speech language pathologist	499	14.72
Supervisory administrator	70	2.07
Therapeutic recreation therapist	68	2.01
Paraprofessional	13	0.38
Visually handicapped education	44	1.30
Vocational education	55	1.62
Other personnel[a]	467	13.78
Total	3,389	100.00

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[a] Examples of "other personnel" includes medical personnel, nurses, and interpreters.

TABLE 31

Number and Distribution of Students Who Received State or Professional Certification During FY 1987 in Programs Funded by DPP Grants

Category of Training	Number of Students[a]	Percentage of All DPP-Funded Students
Audiologist	57	1.67
Adaptive physical education	112	3.29
Cross-categorical education	804	23.62
Deaf education	114	3.35
Deaf-blind education	7	0.21
Emotionally disturbed education	218	6.40
Hard of hearing education	23	0.68
Learning disabled education	483	14.19
Mentally retarded education	217	6.37
Multihandicapped education	78	2.29
Occupational therapist	23	0.68
Orthopedically impaired education	10	0.29
Other health impaired education	1	0.03
Physical therapist	19	0.56
Psychologist	12	0.35
School social worker	37	1.09
Speech language pathologist	390	11.46
Supervisory administrator	91	2.67
Therapeutic recreation therapist	53	1.56
Teacher aides	18	0.53
Visually handicapped education	76	2.23
Vocational education	60	1.76
Other personnel[b]	501	14.72
Total	3,404	100.00

[a] Includes students who received or were recommended for certification.

[b] Examples of "other personnel" includes medical personnel, nurses, and interpreters, etc.

TABLE 32

Number, Distribution, and Percentage Change of Special Education Teachers Employed by Handicapping Condition, School Years 1985-86 and 1986-87

Handicapping Condition	1985-86	1986-87	Percentage Change (1985-86 to 1986-87)	Percentage of Total Employed 1986-87
Learning disabled	111,427	109,762	-1.5	37.1
Speech and language impaired	39,747	39,481	-0.7	13.3
Mentally retarded	61,411	59,138	-3.7	20.0
Emotionally disturbed	32,774	30,891	-5.7	10.4
Hard of hearing and deaf	8,200	8,599	4.9	2.9
Multihandicapped	9,078	8,425	-7.2	2.8
Orthopedically impaired	4,681	4,368	-6.7	1.5
Other health impaired	3,376	3,554	5.3	1.2
Visually handicapped	3,261	3,602	10.5	1.2
Deaf-blind	298	238	-20.3	0.1
Not categorized	17,701	28,139	59.0	9.5
Total[a]	291,954	296,196	1.5	100.0

[a] Components may not sum to totals due to rounding.

States reported that 223,096 nonteaching staff were employed in 1986-87, compared to 229,872 in 1985-86, a decrease of 3 percent. (See Table 33.) Teacher's aides accounted for 53.5 percent of all non-teaching staff. The largest shifts in the employment of staff other than teachers were a 20 percent decrease in the number of audiologists, a 24 percent decrease in the number of vocational education teachers, and a 26 percent decrease in the number of diagnostic staff. Categories with large percentage increases include SEA supervisors, occupational therapists, and recreational therapists.

DEMAND AND THE NEED FOR SPECIAL EDUCATION PERSONNEL

Demand and need are among the most problematic areas in which to make estimates. The *demand* for special education personnel is determined by the number of students in need of services, the pupil-teacher ratio, budget allocations, and several other factors. *Need* is defined as the difference between supply and demand, and need will vary depending on the measure of demand used, for example, prevalence-based or market-based (Smull and Bunsen, 1988). The term "need" is a synonym for shortage; when a shortage occurs, demand exceeds supply at the current market salary. The size of the shortage is determined by the difference between supply and demand at that point.

In the field of special education, however, market forces have not responded to the increased demand for personnel in the expected manner. Salaries have not risen to increase supply and thus eliminate the need. By providing emergency certificates, many States have redefined surplus classroom teachers as special education teachers, reinforcing the market perception that an increase in the supply of teachers is not necessary (Sattler and Sattler, 1985).

From a market-based perspective, the demand for special education teachers and other personnel is only indirectly tied to personnel needs as defined by numbers of students with disabilities. Market-based demand reflects the number of teachers or other staff that school districts are able to employ at a particular salary. According to Sattler and Sattler (1985) if funding is reduced, the demand for personnel will decrease, regardless of need. However, changes in the target population, such as increases in the number of younger children to be served, will increase the demand for personnel, and to the extent that a surplus is not available to meet that increased demand, need will also grow.

Personnel Needed

The annual OSEP State-reported counts measure personnel need using local counts compiled at the State and then at the Federal level. These figures represent the only annual national estimates of special education personnel need. Counts of personnel need have two components: (a) personnel needed to fill budgeted unfilled vacancies and (b) personnel needed to replace less than fully certified personnel. In addition, a separate count of teachers or staff needed to

TABLE 33

Number, Distribution, and Percentage Change of Special Education Personnel Other Than Teachers Employed, School Years 1985-86 and 1986-87

Type of Personnel	1985-86	1986-87	Percentage Change (1985-86 to 1986-87)	Percentage of Total Employed 1986-87
Psychologists	16,313	16,725	2.5	7.5
School social workers	7,833	7,655	-2.3	3.4
Occupational therapists	3,120	3,530	13.2	1.6
Audiologists	961	766	-20.3	0.3
Paraprofessional	122,504	119,270	-2.6	53.5
Vocational education	5,782	4,406	-23.8	2.0
Work-study coordinators	1,989	1,857	-6.6	0.8
Physical education coordinators	5,931	5,614	-5.3	2.5
Recreational therapists	367	530	44.4	0.2
Diagnostic staff	8,624	6,347	-26.4	2.8
Supervisors	14,957	14,896	-0.4	6.7
Other non-instructional staff	31,164	31,431	0.9	14.1
Physical therapists	2,534	2,615	3.2	1.2
Counselors	6,808	5,645	-17.1	2.5
SEA supervisors	829	1,362	64.3	0.6
Total	229,872	223,096	-2.9	99.8

Note: For 1985-86 and 1986-87, the total number of personnel employed does not equal the sum of the individual personnel categories because the State of Illinois reported 156 and 444 "other instructional personnel" employed in these years, respectively. Also, these are some slight differences due to rounding.

improve services was collected for the 1986-87 school year.[22] Like the personnel-employed data, these figures are reported in full-time equivalents. Counts of teachers needed are reported by handicapping condition, and staff other than teachers are reported by profession. State-reported counts of special education personnel needed for the 1986-87 school year are reported by State in Appendix A, Tables AC1 and AC2.

For 1986-87, States and Insular Areas reported that 26,798 additional teachers were needed to fill vacancies and replace uncertified staff. This figure is equivalent to 9 percent of all special education teachers employed. Table 34 presents these figures for different handicapping conditions. As has been true for several years, States reported that the greatest need, in absolute numbers, was for teachers of students with learning disabilities, mental retardation, emotional disturbances, and speech or language impairments. These four types of teachers accounted for 82 percent of all teachers needed. The number of teachers needed for programs for the students with emotional disturbances equalled 15 percent of those employed. For programs serving students who are deaf-blind, the comparable figure was 14.6 percent, for multihandicapped and other health impaired, it was over 10 percent.

Table 35 presents counts of the number of personnel other than teachers needed in 1986-87. The States reported a need for 12,254 additional staff members as compared to 13,712 in 1985-86. In terms of numbers of non-teaching staff needed, paraprofessional, occupational therapists and other non-instructional staff are most needed. When compared to the number of personnel employed, occupational therapists (36.7 percent of those employed), work-study coordinators (20.9 percent of those employed), physical therapists (15.6 percent of those employed) and recreational therapists (10.8 percent of those employed) were most needed.

Examination of the OSEP Personnel-Needed Data

To assess the validity, reliability, and comparability of the OSEP State-reported data, Decision Resources Corporation (1988) conducted a study that included interviews with State special education data managers, local directors of special education, and directors of intermediate education units. Using several years of OSEP data, patterns of variability in reporting were analyzed and hypotheses concerning relationships between reports of personnel needed and other related variables were examined.

The results of the study indicate that States use three primary methods to collect the personnel-needed data:

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[22] The data will not be collected for future years.

TABLE 34

Number and Distribution of Special Education Teachers Needed by Handicapping Condition During School Year 1986-87

Handicapping Condition	Teachers Needed	Number Needed as a Percentage of Employed	Percentage of Total Needed
Learning disabled	9,564	8.7	35.7
Speech and language impaired	3,019	7.6	11.3
Mentally retarded	4,880	8.3	18.2
Emotionally disturbed	4,650	15.1	17.4
Hard of hearing and deaf	631	7.3	2.4
Multihandicapped	910	10.8	3.4
Orthopedically impaired	326	7.5	1.2
Other health impaired	376	10.6	1.4
Visually handicapped	261	7.3	1.0
Deaf-blind	35	14.6	0.1
Not categorized	2,143	7.6	8.0
Total[a]	26,798	9.0	100.0

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

[a] Components may not sum to total due to rounding.

TABLE 35

Number and Distribution of Special Education Personnel Other Than Teachers Needed During School Year 1986-87

Type of Personnel	Personnel Needed	Number Needed as a Percentage of Employed	Percentage of Total Needed
Psychologists	834	5.0	6.8
School social workers	443	5.8	3.6
Occupational therapists	1,294	36.7	10.6
Audiologists	57	7.4	0.5
Paraprofessionals	5,695	4.8	46.5
Vocational education teachers	284	6.5	2.3
Work-study coordinators	388	20.9	3.2
Physical education coordinators	302	5.4	2.5
Recreational therapists	57	10.8	0.5
Diagnostic staff	413	6.5	3.4
Supervisors	579	3.9	4.7
Other non-instructional staff	1,120	3.6	9.1
Physical therapists	408	15.6	3.3
Counselors	303	5.4	2.5
SEA supervisors	65	4.8	0.5
Total[a]	12,254	5.5	99.9

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

[a] Components may not sum to total due to rounding.

- The vast majority of States send forms to local education agencies (LEAs) for completion, and the State educational agency (SEA) collects and then compiles the data.
- Several SEAs abstract the data from State reports or use estimation techniques to arrive at counts of personnel needed.
- In a few States, the SEA sends forms to intermediate education units (IEUs), which collect and compile the data before sending them to the SEA for final compilation.

These methods of data collection have a substantial effect on the magnitude and variance in reports of need. Specifically, SEAs that abstract data from State reports or use estimation techniques show lower levels of year-to-year variance in counts of personnel needed, exclude more of the required components of need as defined by OSEP, and consequently report less need relative to child count than SEAs collecting data from LEAs or IEUs.

The number of different types of teaching certificates offered in a State appears to influence the magnitude of reported need. States with non-categorical certification have a larger pool of qualified applicants to fill a given vacancy than States with categorical certification, and thus tend to report lower needs given their child counts, compared to States with categorical certification requirements.

To ascertain the validity of the personnel-needed data, correlation coefficients were calculated between some of the personnel-needed counts and other data available in the annual OSEP State data reports. (See Table 36.) Several relationships were found among these variables. For example, the relationship between number of teachers needed in 1985-86 and the teachers needed in 1986-87 was examined; the correlation for the total number of teachers needed in both years was .93. The levels of correlation varied when broken down by handicapping condition. The highest correlations were for teachers of students with emotional disturbances (.95) and for teachers of students with multiple handicaps (.91). The lowest correlation was for teachers of students with other health impairments (.43). Correlations for needed nonteaching staff in 1985-86 and 1986-87 ranged from .01 for work-study coordinators to .81 for physical education teachers, with an overall correlation of .52.

A high negative correlation between the ratio of pupils to teachers needed and pupils to teachers employed in 1986-87 would suggest that States with low pupil-to-teacher-employed ratios reported needing fewer teachers, given the size of their student population. (Table 36 provides the data by State used to calculate these ratios.) However, this idea was not supported by the correlation coefficient of .17.

TABLE 36

TEACHERS EMPLOYED, TEACHERS NEEDED AND THE CHILDREN SERVED UNDER EHA-B AND CHAPTER 1 OF ECIA (SOP)

DURING THE 1986-87 SCHOOL YEAR

STATE	CHILDREN SERVED	TEACHERS EMPLOYED	TEACHERS NEEDED
ALABAMA	91,231	4,445	264
ALASKA	12,211	1,635	117
ARIZONA	53,219	3,052	281
ARKANSAS	48,222	2,759	376
CALIFORNIA	391,217	22,011	163
COLORADO	49,515	3,537	370
CONNECTICUT	64,758	3,951	0
DELAWARE	15,275	1,112	49
DISTRICT OF COLUMBIA	7,114	664	73
FLORIDA	181,651	11,079	2,290
GEORGIA	93,229	5,974	321
HAWAII	11,658	830	16
IDAHO	18,640	913	154
ILLINOIS	248,169	25,067	156
INDIANA	105,978	6,610	590
IOWA	56,205	4,331	962
KANSAS	42,373	3,113	32
KENTUCKY	73,711	4,440	729
LOUISIANA	73,852	6,493	1,072
MAINE	26,841	1,610	125
MARYLAND	90,294	6,191	262
MASSACHUSETTS	143,636	6,814	540
MICHIGAN	161,446	11,657	445
MINNESOTA	82,407	6,579	0
MISSISSIPPI	55,683	3,443	512
MISSOURI	99,692	6,394	1,188
MONTANA	15,369	944	80
NEBRASKA	30,171	1,847	50
NEVADA	14,743	982	100
NEW HAMPSHIRE	16,323	1,384	343
NEW JERSEY	172,018	11,269	466
NEW MEXICO	29,816	2,455	506
NEW YORK	292,981	28,722	5,426
NORTH CAROLINA	109,214	5,806	598
NORTH DAKOTA	12,279	906	80
OHIO	199,211	14,115	1,154
OKLAHOMA	65,285	3,182	227
OREGON	47,487	3,745	208
PENNSYLVANIA	203,258	11,509	523
PUERTO RICO	39,858	2,127	107
RHODE ISLAND	19,527	1,193	22
SOUTH CAROLINA	73,299	3,996	890
SOUTH DAKOTA	14,034	694	131
TENNESSEE	96,433	4,470	241
TEXAS	301,222	17,870	1,100
UTAH	42,811	2,063	195
VERMONT	11,405	705	88
VIRGINIA	103,727	6,915	941
WASHINGTON	70,282	3,783	35
WEST VIRGINIA	47,556	3,185	1,185
WISCONSIN	76,067	6,368	776
WYOMING	10,893	722	39
AMERICAN SAMOA	178	31	2
GUAM	1,852	153	49
NORTHERN MARIANAS	585	56	68
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	124	-	-
BUR. OF INDIAN AFFAIRS	5,366	290	84
U.S. & INSULAR AREAS	4,421,601	296,196	26,798
50 STATES, D.C. & P.R.	4,413,496	295,666	26,595

THE FIGURES UNDER CHILDREN SERVED REPRESENT CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988.

SMACLIB(REPM10G)

The relationships found were generally in the low to moderate range; there are several possible explanations for these findings. Either the personnel-needed data are not a completely accurate measure of need, the anticipated relationships may be too simplistic, or counts of personnel needed are more highly correlated with such factors as funding levels, certification policies, geographic location, method of data collection, and other factors unavailable for analysis. As noted previously, study findings indicate that the OSEP personnel-needed data are not completely comparable by State due to different data collection methods.

OSEP is considering several options for improving the State-reported data through technical assistance. First, OSEP will encourage those States currently using estimation or abstracting data from State reports to collect their data from districts or intermediate units. This will result in more comparable data across States. Second, OSEP will use seminars at the annual Conference on the Management of State/Federal Data Systems to assist State special education data managers in understanding the OSEP data specifications. Third, to further reduce variance in reporting, OSEP will encourage States to send Federal forms and instructions to school districts or intermediate units collecting the data. Fourth, data may be further improved by a checklist of personnel-needed elements to be distributed to SEAs; this checklist will enumerate those elements of need to be included in OSEP counts. SEAs will be encouraged to include these lists in reporting packages they send to LEAs and IEUs. Finally, OSEP will be preparing a data dictionary for States to use in collecting and reporting these and other annually collected data.

CONCLUSIONS

Personnel supply, demand, and resulting need are priority concerns of special educators as they move to serve new populations with disabilities. Although these concepts are better defined than in the past, obtaining valid, reliable, and comparable data on all of the elements that generate need has not been possible to date. Single indicators have been most commonly used to obtain data for planning by States, school districts, universities, and the Federal government. Although currently available information on supply of special educators is fragmented and sometimes contradictory, efforts are underway to identify and analyze factors affecting supply.

CHAPTER VI

SPECIAL EDUCATION EXPENDITURES

BACKGROUND

In the EHA amendments of 1983, Congress mandated a national study of special education expenditures that would compile

> current information available through State education agencies and local education agencies and other service providers, regarding State and local expenditures for educational services for handicapped students (including special education and related services) and [gather] information needed in order to calculate a range of per pupil expenditures by handicapping condition.

In response to Congress' request, the Office of Special Education Programs contracted with Decision Resources Corporation (DRC) to carry out a survey of special education expenditures in 60 school districts across 18 States for the 1985-1986 school year. This survey was the first national study of special education expenditures to reflect the full implementation of EHA-B, enacted 10 years earlier. An earlier major study of special education expenditures, conducted by the Rand Corporation (Kakalik, et al., 1981), used data from the 1977-1978 school year, a time during which many States and localities were still adjusting to the 1975 mandates contained in the EHA-B statute. (The DRC Expenditures Survey, however, does not reflect recent increases in spending for preschool programs that have occurred since the passage of EHA-H (P.L. 99-457) in the fall of 1986.)

This chapter draws from the findings of the DRC Expenditures Survey.[23] The chapter addresses:

- Total spending for special education students.
- Variations in special education expenditures across programs and services, types of providers, handicapping conditions, and different types of districts.

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[23] The study also collected information on enrollments in special education programs and related services, as well as on differences in the delivery of special education services. Comparable data in these areas, reflecting the 1985-1986 school year, have already been reported in the *Ninth Annual Report to Congress* (U.S. Department of Education, 1987) and will not be repeated here. Complete data from the study are presented in *Patterns in Special Education Service Delivery and Cost*, by Mary T. Moore, E. William Strang, Myron Schwartz, and Mark Braddock, Washington, D.C.: Decision Resources Corporation, 1988.

- A summary of findings concerning preschool programs.
- The proportion of Federal EHA-B funds in total special education expenditures.
- Special versus regular education expenditures, including components of regular and special education expenditures and ratios of special education to regular education expenditures.

Approach

The survey used an ingredients approach to determine the average per-pupil cost of educating pupils with handicapping conditions. Based on the Resource Cost Model (RCM) developed by Hartman (1979) and Chambers and Parrish (1981), the DRC Expenditures Survey gathered detailed information about the resources, pricing, and pupil enrollments of all special and regular education programs and services provided to students in the districts sampled. Resources were broken down into personnel, supplies, materials, equipment, energy, and space associated with each program. These ingredients were subsequently recombined to generate total expenditures for each program in each district. Average per pupil expenditures were obtained by dividing these total expenditures by the number of students receiving a program or service.

The approach and definition of terms used in this chapter differ somewhat from those used in the rest of this annual report. The following paragraphs describe the sample which generated the results presented in this chapter and clarify the usage of terms.

Sample. DRC surveyed 60 school districts in 18 States during the 1985-86 school year. These districts were selected through a stratified random sampling design constructed to produce national estimates of costs and services. Districts were stratified to provide a range of regions, State special education funding approach, enrollment size, metropolitan status, and wealth (as measured by median family income). Districts were stratified by metropolitan status and median family income and then selected with probability proportional to enrollments.

Programs. The study specified five categories of *special education programs* in which students with disabilities receive most of their special education:

resource, self-contained, preschool, residential, and home/hospital.[24] All students in the study were assigned to one of these program categories.

- *Resource programs.* These program serve students from age 6 through 21 for less than 15 hours per week. They include special instruction provided in the regular classroom as well as instruction provided in resource rooms.

- *Self-contained programs.* These programs serve students from age 6 through 21 for 15 or more hours per week. In the DRC Expenditures Survey these programs include those provided in regular schools as well as those provided in special day schools.

- *Preschool programs.* All programs serving children between the ages of birth through 5, including at home and school-based programs. Preschool programs range from 1 to more than 15 hours per week.

- *Residential programs.* These programs encompass services for students age 3 through 21 who are placed in any residential home or institution whether public or privately operated.

- *Home/hospital programs.* These programs provide special instruction to students unable to attend school because of their disabilities or related conditions.

Supplemental services. The study also examined expenditures for services that supplemented the special instruction that students received in their primary placement programs. Termed *supplemental services*, these include special vocational programs, assessment, transportation, adaptive physical education, and a range of *related services* such as occupational therapy, physical therapy, speech/language pathology, psychological services, school health, social work, and guidance and counseling. Students may receive more than one supplemental service.

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[24] The Office of Special Education Programs placement categories are regular class, resource room, separate class, separate school facility, residential facility, and homebound/hospital environment. This study's category of resource program encompasses OSEP's placement categories of regular class and resource room. The category of self-contained program includes OSEP's categories of separate class, resource rooms that exceed half of a student's day, and separate school facility. OSEP's categories are designed to report patterns of placement in the least restrictive environment (LRE), whereas the categories used in this study attempt to reflect features of programs that represent major cost categories for district officials.

Throughout this chapter two conventions are used to report supplemental services and the subset of supplemental services that Federal law and regulations describe as related services. Under the first convention, all supplemental services are listed individually. Under the second convention, the services of transportation, assessment, adaptive physical education, and special vocational programs are listed separately along side of a category that includes all other related services.

Providers. The survey encompassed special education programs and services provided directly by school districts as well as those provided by other agencies or entities external to the district. These providers include: cooperatives (a mandatory or voluntary consortium of districts organized to provide services under a mix of administrative structures); other State and local agencies (such as special State-supported day or residential schools; private schools; and purchased service arrangements.

Support services. The survey also documented expenditures for district and school-level support services. Included in this category were supervisory and administrative personnel such as principals and program directors, curriculum coordinators, community liaisons, attendance officers, research and evaluation staff, and other roles that support the direct instruction and services provided to individual children. Expenditures for support services were computed for both the regular and the special education program. Support services for special education include all administrative expenditures at the school and district level that support the special education program. For example, the salaries of directors of special education, child find staff, and principals of special schools are included in the support services category. Regular education support services encompass such costs as those associated with research and evaluation, the superintendent's office, routine achievement testing for all students, school principals, secretaries, and attendance clerks.

SPECIAL EDUCATION EXPENDITURES

The DRC Expenditures Survey found many differences in the distribution and delivery of special education services across service providers, instructional programs, the handicapping conditions of the students served, and among school districts. These enrollment and service variations translate into considerable variation in average per pupil expenditures for special education. The following sections report on these variations.

Overview of All Special Education Expenditures

An estimated total of $16 billion in public funds, or an average of $3,649 for each student, was spent on special education programs during the 1985-86 academic year. This figure includes expenditures for special education programs, supplemental services, including related services, and support services. In comparison, the Rand study estimated an average per pupil expenditure of $1,726 for students' special education during the 1977-78 school year (Kakalik, 1981). The difference between these two figures, when adjusted for inflation, amounts to a 10 percent increase in expenditures for special education over the eight-year period between 1977-78 and 1985-86.

Figure 12 identifies the major cost components of the average per-pupil expenditure of $3,649 spent for students' special education. Nearly two-thirds (62 percent) of the funds spent nationally on special education are for direct instructional program expenditures, such as salaries for teachers and aides, textbooks, and workbooks.[25] The next largest component, student assessment, accounts for 13 percent of all special education expenditures and involves regular education as well as special education students. The term assessment refers to all services related to pupils' referral, screening, evaluation, and re-evaluation for special education, including the development and review of the IEP. Support services account for 11 percent, while related services, including physical therapy, social work services, and nearly 30 other services, account for 10 percent of all special education expenditures.[26] Special transportation expenditures, which relate only to transportation for disabled pupils who require modified equipment, schedules, or attendant services, comprise 4 percent of the total.

The 11 percent of the total cost per child for special education attributable to support services can be further divided into three categories. These include administrative expenditures, (7 percent of total cost per pupil), other support, which includes space, construction, energy, travel, and maintenance (3 percent of total cost), and instructional support, which includes salaries for personnel such as substitute teachers and librarians who are not included in the direct service delivery estimate (1 percent of total cost).

Variations in Expenditures Across Types of Providers

By far the largest share of special education expenditures goes to purchased services provided directly by school districts. As Figure 13 shows, districts account for 75 percent of all special education expenditures. Cooperatives (multi-

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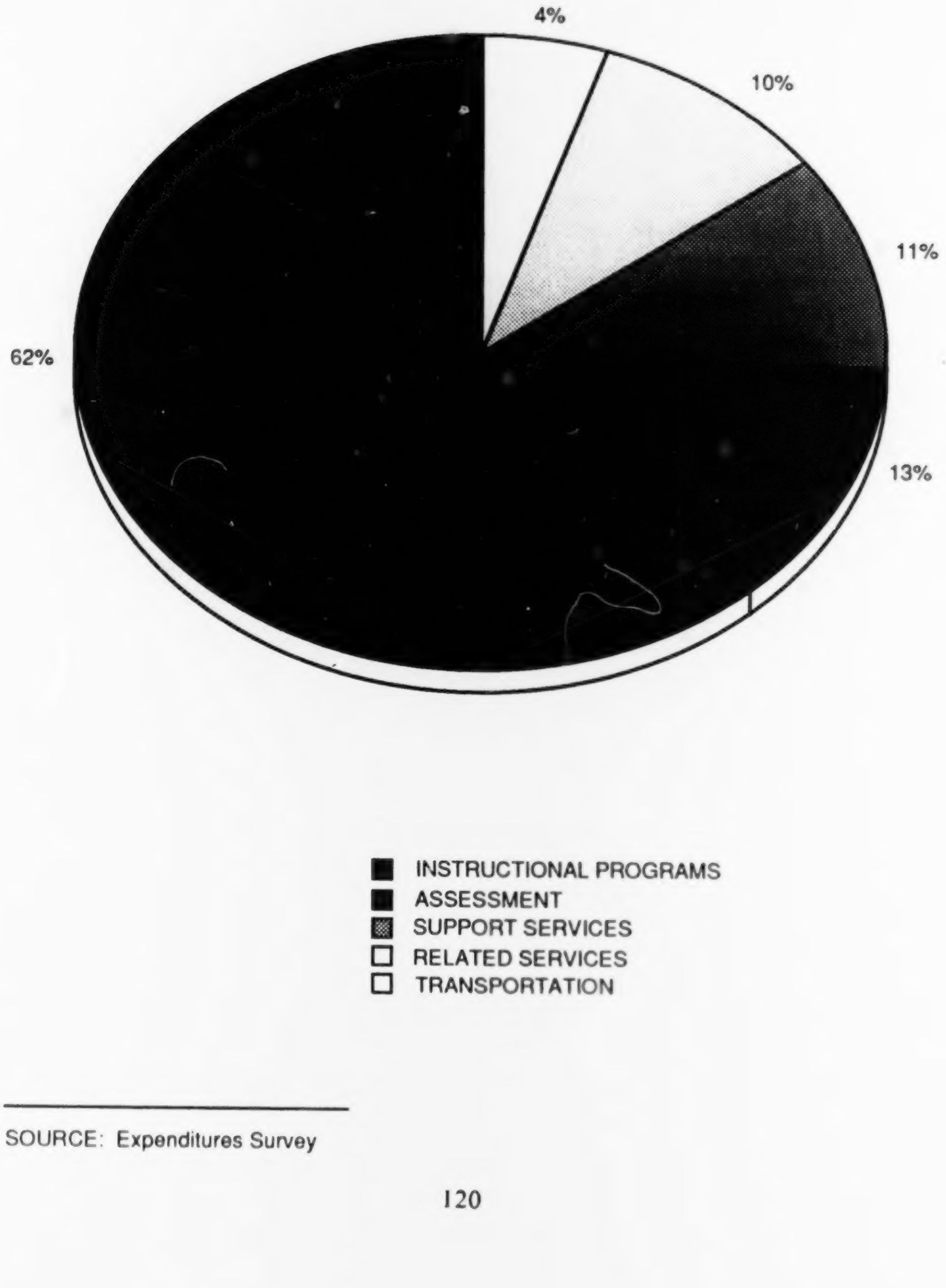
[25] Instructional program expenditures include expenditures from all types of special education programs (e.g., preschool, resource, self-contained) as well as special vocational programs and adaptive physical education.

[26] Consistent with previously stated conventions, related services include all services other than special transportation, special education assessment, special vocational programs, and adaptive physical education. The last two services (special vocational education and adaptive physical education) are included in the instructional component in Figure 12 and do not technically qualify as related services under Federal legislation.

FIGURE 12

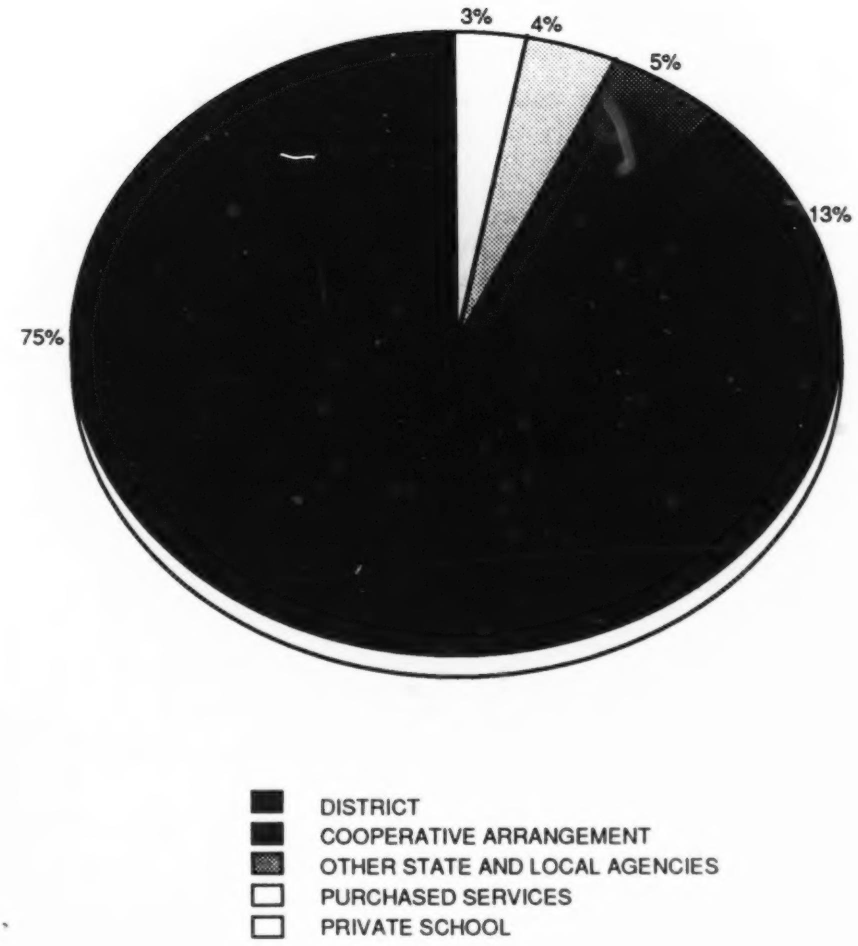
Distribution Of Special Education Expenditures By Major Component



SOURCE: Expenditures Survey

FIGURE 13

Distribution Of Special Education Expenditures By Provider



SOURCE: Expenditures Survey

district consortiums) account for 13 percent. Private schools, other agencies, and purchased services split the remaining 12 percent of expenditures almost evenly.

With a 75 percent share of expenditures, school districts serve over 80 percent of students with disabilities. Private schools, other agencies, and purchased services combined, which comprise 12 percent of special education expenditures, account for only 5 percent of students in special education placements.

This pattern suggests that per pupil expenditures are higher for students served by providers other than the districts.[27] The probable explanation for this difference is that students with low prevalence handicaps, who are likely to require more intensive educational programs (such as deaf, deaf-blind, or multihandicapped), are more likely to be served by agencies other than the districts. The data in Table 37, which show the percentage of students with different types of handicapping conditions served by various providers, support this interpretation.

In both districts and cooperatives, over 60 percent of special education expenditures are made for instructional programs, as Table 38 shows. Districts spend a greater percentage of their expenditures on assessment (16 versus 6 percent) and transportation (3 percent versus less than 1 percent) than cooperatives. In cooperatives, however, a larger share of dollars (almost twice as many as in districts)--15 versus 9 percent--is spent on related services (such as occupational therapy, physical therapy, speech/language pathology, psychological services, school health, social work, and guidance and counseling). The largest cost components in purchased services were transportation (37 percent) and related services (44 percent).

Survey data not shown in the table indicate that, within districts, teachers, aides, and other professional personnel, such as counselors and therapists, account for 98 percent of the expenditures for special education instructional programs and supplemental services with the vast majority of funds (71 percent) supporting teachers' salaries and benefits. The remaining 2 percent of total expenditures purchase non-personnel items.

Variations in Expenditures Across Programs and Services

Per pupil expenditures vary sharply among different program types (Table 39). Resource programs (which serve students for less than 15 hours per

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[27] Costs in private schools and other State or local agencies are not completely comparable to costs in districts and cooperatives because they include expenditures for related and support services not present in program expenditures for districts and cooperatives.

TABLE 37

Percentage of Students with Different Handicapping Conditions Receiving Special Education by Provider

	Provider				
Handicapping Condition	District	Cooperative	Private	Other*	Total
Learning disabled	89%	8%	2%	2%	100%
Speech impaired	80	19	<1	1	100
Mentally retarded	70	21	3	7	100
Seriously emotionally disturbed	64	19	8	9	100
Orthopedically impaired	64	29	3	5	100
Other health impaired	61	7	<1	31	100
Visually handicapped	60	17	1	22	100
Autistic	58	15	17	10	100
Hard of hearing	50	23	<1	27	100
Deaf-blind	49	5	3	43	100
Multihandicapped	45	27	12	16	100
Deaf	24	14	14	48	100
Students not categorized	39	39	<1	23	100
All handicapping conditions	83	12	1	4	100

*Includes other State and local agencies and purchased services.

Source: DRC Expenditures Survey.

TABLE 38

Percentage of Special Education Expenditures for Major Components by Provider

Component	Provider[a]		
	District	Cooperative	Purchased
Instructional programs	61%	75%	17%
Assessment	16	6	<1
Support services	10	4	<1
Related services[b]	9	15	45
Transportation	3	<1	37

[a] Table excludes both private schools and other State or local agencies because generally the only data available were the average per pupil tuition costs, which were included in the instructional programs category.

[b] Related services include occupational therapy, physical therapy, speech/language pathology, psychological services, school health, social work, and guidance and counseling.

Source: DRC Expenditures Survey.

TABLE 39

Average Per Pupil Expenditure for Different Instructional Programs and Supplemental Services

Program or Service	National Average Per Pupil Expenditure
Instructional Program	
Resource program	$ 1,325
Home/hospital	3,117
Preschool	3,437
Self-contained	4,233
Residential	28,324
Supplemental Service	
Related services[a]	592
Adaptive physical education	615
Assessment	1,206
Special vocational	1,444
Transportation	1,583

[a] Related services include occupational therapy, physical therapy, speech/language pathology, psychological services, school health services, social work services, guidance and counseling services, and other related services. The combined expenditures for these programs are divided by the total number of pupils who received any of these services (in other words, a duplicated count of special education pupils).

Source: DRC Expenditures Survey.

week) cost an average of $1,325 per pupil. Self-contained programs (which serve students 15 or more hours per week), cost $4,233 per pupil. Home/hospital and preschool programs have very similar per pupil costs ($3,117 for home/hospital and $3,437 for preschool). Residential programs are most expensive, with an average per pupil cost of $28,324.[28] As will be explained further in this chapter, such variations in average per pupil expenditures tend to correspond to two factors: the proportion of time students spend receiving special education and staff caseloads.

Average per pupil expenditures also vary among supplemental services, but across a much more narrow range. For example, average per pupil expenditures for selected supplemental services are $615 for adaptive physical education, $1,206 for assessment, $1,444 for special vocational, and $1,583 for specially provided transportation.

The survey provided information as to how per pupil costs of different instructional programs vary by service provider (Table 40). For self-contained programs, per pupil costs are $3,680 when provided by districts, $5,700 when provided by State or local agencies, $6,112 when provided by cooperatives, and $9,267 when provided by private schools. Resource programs cost almost the same whether provided by districts or cooperatives, but almost one-third more when provided by State or local agencies. Per pupil costs are generally lower in programs provided by districts or cooperatives than in private schools or other State or local agencies, but these comparisons are not completely appropriate since the latter costs are based on total tuition costs which include expenditures for supplemental services and support services. One also needs to take into account the fact that these providers serve pupils with lower prevalence handicapping conditions, which require more intense services than higher prevalence conditions.

No strong pattern of differing cost by provider was observed for supplemental services (see Table 41). Generally speaking, specific supplemental services are often provided by agencies outside a student's immediate district because the district has difficulty recruiting qualified professional staff and because the district may have so few students who require the service that it is impractical to hire a staff member directly. These reasons help explain why the per pupil costs of supplemental services do not vary greatly across the range of providers.

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[28] The average per pupil expenditure for residential programs should be considered an average per pupil tuition, which includes educational plus residential costs. Comparisons between residential and other programs should therefore be made with caution.

TABLE 40

Average Per Pupil Instructional Expenditure for Types of Special Education Programs, by Provider

	Provider				
Program Type	District	Cooperative	Private School[a]	State or Local Agencies[a]	Purchased
Resource program	$1,356	$1,605	*	$2,398	$1,689
Self-contained	3,680	6,112	$9,267	5,700	*
Preschool	3,611	3,063	*	4,964	*
Home/hospital	3,996	*	*	*	2,052
Residential	*	*	31,616	28,304	*

*Too few cases for statistical significance.

[a] Expenditures for private providers and State or local agencies includes costs of related services. These costs are not included for the other providers in the table.

Source: DRC Expenditures Survey.

TABLE 41

Average Per-Pupil Expenditures for Special Education Supplemental Services by Provider

Supplemental Service Type	Provider				
	District	Cooperative	Private School	State or Local Agency[a]	Purchased
Special vocational	$1,150	$1,865	*	$1,381	$2,012
Adaptive physical education	616	667	*	*	*
Assessment	1,273	978	NA	NA	NA
Transportation	1,688	1,463	NA	NA	1,429
Occupational therapy	990	772	NA	1,272	920
Physical therapy	1,003	1,055	NA	*	1,077
Speech/language pathology	641	749	*	*	*
Psychological services	870	*	NA	*	802
School health services	298	*	NA	*	227
Social work services	846	687	NA	*	*
Guidance and counseling services	517	719	*	*	NA

[a] These expenditures are attributable to other local agencies providing specific supplemental services for special education students enrolled in a sampled district. These students' primary instructional programs were provided by the district in which the student resided.

*Too few cases for statistical significance.

Source: DRC Expenditures Survey.

Variations in Expenditures Across Handicapping Conditions

Average per pupil expenditures also vary according to different handicapping conditions. This section discusses a number of inter-related elements that contribute to these cost differences:

- Type of handicapping condition.
- Whether the student is served in a self-contained (15 or more hours of special education instruction per week) or a resource program (less than 15 hours).
- The amount of time the student actually spends in a special versus a regular education setting.
- Variations in pupil/teacher ratio and caseloads.

Table 42 shows average per pupil expenditures for different handicapping conditions in self-contained and resource programs. Costs in self-contained programs vary from $3,083 (for programs serving students with learning disabilities) at the low end, rising to $20,416 (for programs serving deaf-blind students). Costs in resource programs range from $647 (for programs serving students with speech impairments) to $3,999 (for programs serving the orthopedically impaired).

A major element in cost differences in self-contained programs is the amount of time students assigned to these programs spend in regular education. As might be expected, the more time spent in regular education, the less it costs to serve these students in special education (see Table 43). Another important element is the average pupil/teacher ratio of self-contained programs (see Table 44). The larger the pupil/teacher ratio, the less the cost. For example, students in self-contained programs for learning disabilities spend a relatively high 35 percent of the school day in regular education programs and their special education programs have the highest pupil/teacher ratios (13:1). These are among the least expensive self-contained programs to operate. Students in self-contained programs for multihandicapped and autistic conditions experience low pupil/teacher ratios (5:1) and spend a relatively low 15 percent of the school day in the regular education program. Next to programs for deaf-blind pupils, these are among the most expensive self-contained programs to operate.

Similar elements--time spent in the program and caseloads--seem to account for much of the difference in costs among resource programs (see Tables 45 and 46). For example, students with speech impairments assigned to resource programs spend about half as much time within the program as do students with visual handicaps--2 hours versus 4 hours per week. The average caseload for students with speech impairments in resource programs (50) is five times that of those with visual handicaps (10). The cost is approximately five times greater for students with visual handicaps than for students with speech impairments. These,

TABLE 42

Per Pupil Expenditures for Different Handicapping Conditions by Program Type

	Type of Program	
Handicapping Condition	Self-Contained	Resource
Deaf-blind	$20,416	*
Deaf	7,988	*
Autistic	7,582	*
Speech impaired	7,140	$ 647
Multihandicapped	6,674	*
Visually impaired	6,181	3,395
Hard of hearing	6,058	3,372
Orthopedically impaired	5,248	3,999
Seriously emotionally disturbed	4,857	2,620
Other health impaired	4,782	*
Mentally retarded	4,754	2,290
Learning disabled	3,083	1,643
Non-categorical	3,684	1,731
All handicapping conditions	4,233	1,325

*No cases.

Source: DRC Expenditures Survey.

TABLE 43

Self-Contained Programs: Average Percentage of Students and Hours Spent Each Day in Regular Education

Self-Contained Program Serving	Percentage of Students Spending Time in Regular Education Program	Average Time Spent in Regular Education Program	
		Hours Per Day	Percentage of School Day[a]
Learning disabled	100%	2.1	35%
Speech impaired	100	1.1	18
Hard of hearing	100	3.6	60
Visually handicapped	100	2.1	35
Seriously emotionally disturbed	98	1.9	32
Mentally retarded	86	1.3	22
Deaf	81	1.8	30
Multihandicapped	73	0.9	15
Orthopedically impaired	54	1.8	30
Autistic	31	0.9	15
Deaf-blind	*	*	*
Other health impaired	*	*	*
Non-categorical	82	1.9	32
Across all self-contained programs	85	1.7	28

*Too few cases for statistical significance.

[a] Figures calculated by dividing second column by 6 hours.

Source: DRC Expenditures Survey.

TABLE 44

Average Pupil/Teacher Ratio of Self-Contained Programs

Self-Contained Program Serving	Average Pupil-Teacher Ratio
Learning disabled	13:1
Seriously emotionally disturbed	9:1
Speech impaired	9:1
Mentally retarded	8:1
Orthopedically impaired	8:1
Deaf	7:1
Visually handicapped	7:1
Autistic	5:1
Multihandicapped	5:1
Hard of hearing	4:1
Deaf-blind	*
Other health impaired	*
Non-categorical	10:1
Across all self-contained programs	9:1

*Too few cases for statistical significance.

Source: DRC Expenditures Survey.

TABLE 45

Average Hours Per Week Students Spend in Resource Programs

Resource Program Serving	Mean Hours/Week in Resource Program
Mentally retarded	11
Learning disabled	7
Emotionally disturbed	5
Hard of hearing	4
Visually handicapped	4
Speech impaired	2
Orthopedically impaired	*
Non-categorical	10
Across all resource programs	6

*Too few cases for statistical significance.

Source: DRC Expenditures Survey.

TABLE 46

Average Caseload of Resource Programs

Resource Program Serving	Average Caseload[a]
Speech impaired	50
Learning disabled	20
Emotionally disturbed	16
Hard of hearing	12
Visually handicapped	10
Mentally retarded	10
Orthopedically impaired	*
Non-categorical	17
Across all resource programs	26

*Too few cases for statistical significance.

[a] Caseloads represent the average number of pupils assigned to a full-time (FTE) teacher, speech/language pathologist, therapist, or the like.

however, are general relationships. Other factors such as reliance on aides and the use of special equipment also influence the per pupil expense of different programs.

The costs of specific supplemental services also seem to vary by caseload. Table 47 displays the average caseloads of teachers or other professionals for those supplemental services that lend themselves to caseload analysis.[29] School health services, which cost districts a per pupil average of $298, are at the high end with an average caseload of 99 students. Occupational therapy services, which cost districts a per pupil average of $990, are at the low end with 37 students.

Variation in Expenditures Across Districts

At the beginning of this study, it was anticipated that expenditure levels for special education would vary according to the character of school districts: the size of the district; whether it lies within an urban or rural area; and the wealth of the community (measured by median family income).

Clearly, differences in levels of spending exist among districts. The district with the highest per pupil expenditure for special education exceeded the lowest by a margin of almost 5:1. Preliminary analyses, however, reveal very few significant differences in expenditure levels or in service delivery patterns among districts with various characteristics. Some relationships, however, were suggestive. Expenditures appear higher for self-contained programs in rural districts, which is probably related to economies of scale in providing such programs. Large, urban districts tended to assign a greater proportion of handicapped students to self-contained programs. One difference in provider arrangements that emerged is that small, rural, or suburban districts have a greater tendency to serve students through cooperatives. Again, economies of scale seem to be at work here.

Average per pupil expenditures for transportation services appear to be lower in rural districts. The transportation results contradicted expectations that rural expenditures would exceed those of other areas. Detailed case-by-case examination suggested the lower transportation charges in rural areas stemmed from much lower personnel costs compared to urban areas, while costs of equipment and supplies were roughly equivalent.

In general, no single demographic characteristic examined demonstrates clear enough differences in average per pupil expenditures to justify statements that

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[29] Assessment, transportation, and special vocational programs are excluded from Table 46 because caseloads comparable to those for other services cannot be calculated. For example, assessment covers a wide-ranging set of activities involving various types of teachers, school psychologists, and other professionals.

TABLE 47

Average Caseload of Selected Supplemental Services

Type of Supplemental Service	Average Caseload[a]
School health services	99
Guidance and counseling services	64
Social work services	63
Adaptive physical education	62
Speech/language pathology	52
Physical therapy	51
Psychological services	47
Occupational therapy	37

Note: This table does not provide estimates for caseloads of special vocational assessment or transportation services.

[a] Caseloads represent the average number of pupils assigned to a full-time (FTE) teacher, speech/language pathologist, therapist, or the like.

Source: DRC Expenditures Survey.

one type of district generates more statistically significant differences in per pupil expenditures for special education than another. Yet examination on a case-by-case basis suggested that, although districts with large enrollments did not necessarily have high average per pupil expenditures, the districts that did have high per pupil expenditures tended to be large. Similar patterns appeared to be present among center city districts as well as districts with high median family incomes; that is, districts with higher per pupil expenditures appeared to fall into those categories, even though these categories also contained districts with low or moderate levels of expenditures.

DRC may explore these areas more fully in subsequent analyses to determine whether other factors or combinations of factors may explain the noteworthy expenditure variations across districts.

Expenditures in Preschool Programs

The need to provide educational services to young children with disabilities has received increasing attention from policy makers in recent years. Because the DRC Expenditures Survey examined practices in 1985-86, findings related to preschool services may not characterize more current school years, when Federal legislation has provided more incentives for expanding services to this population of students.

Children in preschool programs account for only 4 percent of all children and youth in special education. Most of these children were aged 3 through 5; only 14 percent were under the age of 3.

The representation of handicapping conditions in preschool programs differs noticeably from that of total enrollments, which largely reflect self-contained and resource programs serving older children (Table 48). As might be expected, the category of learning disabled is much smaller proportionally among the younger age group (7 versus 45 percent). The distribution of enrollment is then spread broadly across the remaining handicapping conditions. Conditions such as deaf, blind, and hard of hearing are more heavily represented among preschool special education pupils. The major categories for the birth through 5 age group are mental retardation (25 percent), speech impaired (19 percent), and non-categorized students (14 percent).

The cost of providing special education to preschool children with handicaps ranged from $6,265 for children with autism to $3,062 for children with speech and language impairments (Table 49). The national average cost of special education for preschool children across all programs was $3,437.

TABLE 48

Distribution of Preschool Program Enrollment Versus Total Handicapped Enrollment According to Handicapping Condition

	Percentage of:	
Handicapping Condition	Preschool Program Enrollment	Total Special Education Enrollment
Mentally retarded	25%	14%
Speech impaired	19	25
Seriously emotionally disturbed	10	7
Orthopedically impaired	1	1
Hard of hearing	9	1
Learning disabled	7	45
Deaf-blind	6	<1
Autistic	3	<1
Visually handicapped	3	<1
Multihandicapped	2	2
Other health impaired	1	<1
Deaf	<1	<1
Non-categorized	14	3
Across all conditions	100	100

Source: DRC Expenditures Survey.

TABLE 49

Average Per Pupil Expenditures for Preschool Programs, by Handicapping Condition

Handicapping Condition	Preschool
Speech impaired	$3,062
Mentally retarded	3,983
Orthopedically impaired	4,702
Multihandicapped	5,400
Learning disabled	3,708
Seriously emotionally disturbed	4,297
Deaf	5,771
Deaf-blind	NA
Hard of hearing	4,583
Other health impaired	3,243
Autistic	6,265
Visually impaired	4,068
Non-categorical	3,686
Across all handicapping conditions	3,437

Source: DRC Expenditures Survey.

THE FEDERAL SHARE OF SPECIAL EDUCATION EXPENDITURES

Federal EHA-B funds comprised 91 percent of all Federal funds spent at the local level for special education programs and services. Districts have available other sources of Federal funds to draw upon in meeting the needs of children with handicaps. The most important of these are the ECIA Chapter 1 program for State-operated schools (P.L. 89-313) and the Vocational Education Act Part B set-aside for handicapped students which account for the great proportion of the remaining 9 percent. EHA-B funds primarily were used to pay for instructional programs and supplemental services (79 percent) and to purchase support services (21 percent). Local providers were somewhat more likely to use Federal funds for support services than for other expenditure categories, perhaps because of Federal requirements related to the principles of excess cost, non-supplanting, and non-commingling and because of traditional concerns about the predictability of Federal dollars relative to those from other sources.

Overall, Federal EHA-B funds accounted for 6 percent of total expenditures for special education at the local level.[30] This overall figure breaks down into Federal funds comprising 5 percent of total local expenditures for instructional programs and supplemental services, and 17 percent of total local expenditures for support services.

Instructional and Support Services

As with total expenditures, the great majority of EHA-B expenditures are used for instructional programs and supplemental services. Table 50 displays the average percentage of Federal EHA-B dollars devoted to special education instructional programs, supplemental services, and support services. Nationwide, EHA-B expenditures are distributed evenly among the categories listed. However, combining the first three categories into one category representing instructional services to students, and leaving support services that are provided districtwide as a comparison, reveals that 79 percent of EHA-B funds support instructional programs and services and 21 percent are directed toward district support services.

Programs and Services

Although EHA-B funds play a larger role in defraying the costs of support services than instructional and supplemental services, still the great majority of EHA-B funds (79 percent) on average are spent for instructional programs and services. In terms of resource categories, EHA-B expenditures breakdown as follows: teachers (39 percent), aides (19 percent), other professional instruc-

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[30] The highest Federal EHA-B percentage of total expenditures for special education among districts sampled was 15 percent.

TABLE 50

Distribution of Federal (EHA-B) Special Education Expenditures by Type of Program or Service

Program/Service	Percentage of Federal (EHA-B) Expenditures
Self-contained programs	27%
Resource programs	26
Other instructional programs and services[a]	26
Support services[b]	21
Total	100

a/Includes preschool, residential, home/hospital, and all supplemental services.

b/Includes administrative and supervisory staff, inservice training, Child Find, legal fees, substitute teachers, and public liaisons.

tional personnel (34 percent), and non-personnel (8 percent). Moreover, the DRC Expenditures Survey results suggest that district decisionmakers rely more on Federal EHA-B dollars to support related services than to support other types of programs and services. For example, related services account for 15 percent of all EHA-B dollars spent, but as shown earlier, related services account for only 10 percent of all dollars spent for special education.[31]

Often Federal dollars play a more dramatic role with respect to specific categories of expenditures in a district than is evident in nationwide averages. For example, if we examine only those instances where districts used Federal EHA-B funds for related services (and eliminate districts where EHA-B funds were not used at all), the Federal percentage of total related services expenditures increases from 11 to 47. The large difference indicates that when Federal dollars are used to fund related services, those funds make a substantial contribution. However, the difference also indicates that a number of districts do not allocate any Federal dollars to related services. District decisions about the use of Federal funds may be influenced in these instances by the nonsupplanting requirements that prohibit using EHA-B funds to pay particular costs previously supported by State and local funds. These situations will vary across districts depending on past practices of funding specific programs and services.

Preschool Programs

While 84 percent of all Federal EHA-B expenditures support the 6 through 21 age group, 9 percent are spent for children aged birth through 5. This percentage is slightly larger than the percentage of total expenditures devoted to preschool programs (6 percent). Once sampling error is taken into account, however, these percentages are about equal. Moreover, EHA-B dollars account for 8 percent of all preschool expenditures, a level just slightly higher than Federal contribution levels for most other types of programs. These patterns suggest that preschool special education programs, in spite of the low percentage of children involved, held their own with respect to decisions about the allocation of EHA-B funds in the 1985-86 school year.

SPECIAL EDUCATION COMPARED WITH REGULAR EDUCATION EXPENDITURES

Special education takes place within the context of public elementary and secondary education for all children and youth. In the United States during the 1985-1986 school year, an estimated $132 billion was spent on elementary and secondary education programs. As we have seen, about $16 billion, or approximately 12 percent of that figure was spent on special education students. About $111 billion or 84 percent, was spent for regular instructional programs.[32] The national average per pupil expenditure for students in the regular education program during 1985-86 amounted to $2,780, with over half the costs (54 percent) spent on instructional programs.

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[31] Although this difference is not statistically significant, it is reinforced with data regarding EHA-B contributions to total expenditures for types of instructional programs and specific supplemental services.

Drawing upon the earlier, Rand study (Kakalik et al., 1981) and adjusting dollars for inflation, DRC estimates that the average per pupil expenditure for regular education rose 4 percent, while the cost per student of special education increased about 10 percent during the period from 1977-78 to 1985-86. The larger relative increase in special education expenditures can be attributed to a number of factors, most notably that full implementation of State and Federal special education provisions prompted many States and districts to expand instructional and other services, which resulted in a concomitant increase in expenditures. Further, it is likely that many severely handicapped students who were either not being served at all in 1977-78 or were served by medical agencies, are currently receiving services from public schools.

Breakdown by Cost Components

The major cost component for both regular and special education is instruction. As Table 51 shows, however, a larger share of special education expenditures (62 percent) goes towards instruction than is the case for regular education (54 percent). Support services account for a much larger proportion of regular education expenditures (35 percent) than of special education expenditures (11 percent). The figure for regular education, however, includes construction costs, building maintenance, energy, administrative personnel costs, and regularly provided transportation--all of which may benefit special education students who attend school in the district.

Special education assessment expenditures, which account for 13 percent of all special education expenditures, are not a component within regular education. Expenditures for regular education testing (for example, aptitude or achievement) are included in the support services category. Differences in transportation costs, although noticeable, are not statistically significant.

The "Excess Costs" of Special Education

A major concern of policy makers and educators has been to identify the incremental expenditures for pupils with disabilities that exceed expenditures for students in regular education. Over the years, these expenditures have come to

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[32] Based on the DRC Expenditures Survey, the remaining 4 percent was attributable to other special district programs such as compensatory and bilingual education.

TABLE 51

Distribution of Expenditures for Special and Regular Education Programs

Program and Component	Percentage of Total Expenditures
Regular Education	
Instructional programs	54%
Support services	35
Transportation	8
Pupil services	3
Total	100
Special Education	
Instructional programs	62
Assessment	13
Support services	11
Related services	10
Transportation	4
Total	100

Source: DRC Expenditures Survey.

be called *excess costs*. However, the concept of excess costs, as applied to special education, has been defined differently across States and among Federal education statutes and regulations. This chapter reports a *total cost* definition of excess costs, analogous to that used in the Rand study (Kakalik et al., 1981):

> Excess costs equals the total cost to educate a special education student (special plus regular program expense) minus the costs to educate a regular education student.

This definition requires the inclusion of all regular education costs. The DRC estimates make adjustments for the fact that a number of students with handicapping conditions only spend a portion of their day in regular education programs. To calculate the total cost of serving a special education student, the costs of providing special education for different types of handicapped students have been added to the costs of providing *that portion of the student's day spent in regular education programs*. The adjustment for actual time spent in regular education varied according to the program in which the handicapped student was enrolled--resource programs, self-contained programs, preschool programs, and residential programs. From this total cost, the DRC estimate of the average per pupil cost of educating a student full time in regular education ($2,780) was then subtracted--yielding the excess cost of special education.[33]

Following this definition, the per pupil excess costs for special education students averages $3,555 (Table 52). For students in resource programs, excess costs average $2,463; in self-contained programs, $4,133; in preschool programs, $2,943; and in residential programs, $26,717. To illustrate the interpretation of these numbers, it costs, on average, $2,463 more to educate a child with handicaps in a resource room than to educate the average non-handicapped student.

Ratios of Special Education to Regular Education Expenditures

Related to the concept of excess costs are *ratios* that compare total expenditures (special plus regular education) for a *typical special education student*, to expenditures for a *typical regular education student*. These types of ratios have been reported since at least 1970, and have served as a yardstick for school districts to assess themselves and for States to construct funding formulas and estimate budget outlays. They are useful because they depict relationships among expenditures that can be used in subsequent years regardless of changes in actual dollar amounts.

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[33] The 1985-86 average expenditure per pupil (all expenditures combined including those for special education) calculated from the Expenditures Survey data amounts to approximately $3,395. This amount is similar to the $3,468 per average daily member spent in the same year as compiled by the National Center for Education Statistics from State-reported information (NCES, 1988).

TABLE 52

Average Per Pupil Expenditures for Special and Regular Education by Type of Program

Program Type	Special Education	Regular Education[a]	Combined Special and Regular Education	Per Pupil Excess Cost[b]
Resource programs	$ 2,463	$2,780	$ 5,243	$ 2,463
Self-contained programs	5,566	1,347	6,913	4,133
Preschool programs	4,750	973	5,723	2,943
Residential programs	29,108	389	29,497	26,717
All programs	3,649	2,686	6,335	3,555

[a] Portion of regular education expenditures allocated to special education students while they are being served within the regular education program or as students in general.

[b] Combined regular and special education minus $2,780 (the average per pupil cost for a regular education student.

Source: DRC Expenditures Survey.

The average total cost of educating a pupil with handicaps aged birth through 21 is estimated at 2.3 times the cost of educating a non-handicapped student (Table 53). This ratio is similar to that reported in earlier studies (Kakalik et al., 1981; Rossmiller, 1970). The ratios for students in different educational placements range from 1.9:1 for resource programs to 10.6:1 for residential programs.

Ratios for individual districts may differ noticeably from these national figures, however. For example, the district in the sample with the highest per pupil expenditures for special education spends five times as much as the district with the lowest expenditures. Average per pupil expenditures for regular education also differ across the districts sampled, with the highest about four times larger than the lowest.

SUMMARY

The average total cost of educating a pupil identified as handicapped was $6,335 in the 1985-86 school year, according to the DRC Expenditures Survey of a nationally representative sample of 60 school districts. Of this amount, $3,649 came from special education with the remainder ($2,686) derived from regular education. This compares with an average total cost of $2,780 for a student who spent full time in the regular education program. The total cost of educating a handicapped pupil is thus 2.3 times the cost of educating a regular education pupil. EHA-B funds (which provide 91 percent of Federal funding used by local school districts for special education) accounted for 6 percent of total expenditures for special education at the local level.

Noteworthy differences in cost were noted between resource programs (which serve students from age 6 through 21 for less than 15 hours per week) and self-contained programs (which serve students in the same age group 15 or more hours per week). The total cost of educating a pupil in resource programs averaged $5,243, about 1.9 times the cost of educating a regular education pupil. Resource programs serve 68 percent of special education pupils. The total cost of educating a disabled child in a self-contained program averaged $6,913, which is about $1,700 more than a resource program pupil, or about 2.5 times the cost of educating a regular education pupil. Twenty-eight percent of all special education students are enrolled in self-contained programs. These cost differences appear related to the type and severity of handicaps typically served by the two programs. However, differences in the total cost of educating particular types of children or individual children in resource as opposed to self-contained programs may be sharply reduced depending on the conditions of the children and supplemental services provided.

TABLE 53

Ratio of Total Expenditures Per Handicapped Pupil to Total Expenditures Per Non-Handicapped Pupil

Student Placement	Ratio to Regular Education Expenditure Per Pupil[a]
Resource programs	1.9
Self-contained programs	2.5
Preschool programs	2.1
Residential programs	10.6
All programs	2.3

[a] Total average education cost for a special education student (special and regular), divided by the average cost for a regular education student ($2,780).

Source: DRC Expenditures Survey.

The average total expense of serving preschool students with disabilities equalled $5,723. The age group from birth through 5 comprised 4 percent of special education pupils. Most were aged 3 through 5; only 14 percent were under the age of 3. The figures on preschool children served, however, do not take account of the effect of recent Federal incentives that were put in place after the 1985-86 school year.

Generally, expenditures for programs and services were more expensive when provided by agencies external to the school district. Again, these variations appear related to the type and severity of the disabilities of students served by agencies other than the school districts in which pupils reside.

Levels of expenditure varied among school districts by a factor of 5:1, with some indication that higher expenditures are more likely to occur in urban, central city districts than in suburban or rural locations.

CHAPTER VII

EFFORTS TO ASSURE THE IMPLEMENTATION OF POLICIES AND PROCEDURES FOR EDUCATING CHILDREN WITH HANDICAPS

One purpose of the Education of the Handicapped Act, as stated in Section 601(c), is to "assess and assure the effectiveness of efforts to educate handicapped children." Under the authority of Section 618(a)(1) and (2), the Secretary of Education must assess progress in the implementation of EHA-B, its impact, and the effectiveness of State and local efforts to provide a free appropriate public education to all handicapped children and youth. As the basis for these assessments, the Secretary uses information from reviews of EHA-B requirements, and evaluation of educational programs provided by States and localities.

State educational agencies (SEAs) engage in similar assessment efforts. In order to receive EHA-B funds, eligible State agencies, local educational agencies (LEAs), and intermediate units (IEUs) submit applications for program funds to the SEA for review and approval. SEAs must monitor and evaluate programs assisted by EHA-B funds, as required by Section 76.101(e) of the U.S. Education Department General Administrative Regulations (EDGAR). Section 300.621(a)(2) of the EHA-B regulations permits program funds to be used for those SEA activities. States may also use part of the administrative funds for increased monitoring and complaint resolution efforts. (Section 611[c][2][A][ii])

States have made significant advancements in improving the availability and quality of education for all handicapped children. These improvements have been documented in previous Annual Reports to the Congress and elsewhere in this volume.

The first part of this chapter describes Federal and State efforts to review and monitor the development and implementation of policies and procedures to provide all handicapped children a free appropriate public education consistent with EHA requirements. The final section of this chapter summarizes the technical assistance efforts of the Regional Resource and Federal Centers Program in supporting States as they develop, implement, and evaluate the effectiveness of special education programs.

PROGRAM REVIEW

In order to carry out their responsibilities, Federal and State agencies have developed program review procedures to assure that policies and practices related to the education of handicapped children are consistent with Federal and State statutes and regulations. The Federal program review process includes both: (1) the initial activity of the review of plans submitted by States for receipt of

EHA-B State Grant Program funds, and (2) follow-up monitoring to assure implementation of State Plans and compliance with EHA-B program regulations.

State Plan Review and Approval

Review Schedule and Requirements

OSEP reviews new three-year State Plans for one-third of the States each year. In February 1988, OSEP informed the relevant one-third of the States of the requirements for State plan approval and continued Federal funding. As arranged through the staggered submission procedure authorized by Section 76.103 of EDGAR, the following States and jurisdictions submitted three-year State Plans in 1988:

Alabama
Alaska
Colorado
Florida
Maine
Michigan
Mississippi
Missouri
Nebraska
New Jersey
New Mexico
Virgin Islands[34]
Oregon
Pennsylvania
Tennessee
Vermont
Bureau of Indian Affairs

Reviews of FY 89-91 State Plans

The *Tenth Annual Report to Congress* included a description of deficiencies that occurred with the greatest frequency in State Plans reviewed in 1986 and 1987. Those areas were: public participation, time lapse on due process appeals, mediation as a barrier to hearings, defective notice to parents, monitoring procedures, and least restrictive environment assurances. State Plans that were initially submitted in 1988 also were reviewed pursuant to statutory requirements added by the Education of the Handicapped Act of 1986. Final regulations for certain provisions have not yet been published.

Deficiencies found in the review of those plans were in the following six categories:

1) Public participation (*See* 34 CFR 300.280-284):

    - Some States did not notify the public of the nature and availability of documents appended to, and therefore part of, the State Plan. (As State plans have grown increasingly sophisticated and comprehensive, they have grown longer, thus presenting problems in assuring that the public is aware of and has access to all parts of the Plan.)

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[34] The Virgin Islands changed its consolidated application status by submitting a full intact State Plan for the first time.

- Some States had not provided the public with sufficient opportunity to comment on the State Plan.

2) Individualized education programs (*See* 34 CFR 300.340-349):

- Some States had not included statements in their State Plans that individualized education programs (IEP) would be developed as soon as possible after it had been determined that the student needed special education services.

- Some States omitted the requirement that private and/or parochial schools conduct IEP meetings for children with handicaps who attend parochial programs.

- Some States did not have statements requiring that written prior notice be given to parents a reasonable time before the conduct of the meeting to develop, review, or revise the IEP.

3) Least restrictive environment (*See* 34 CFR 300.550-554):

- Some States had not developed procedures for providing or arranging for the provision of nonacademic and extracurricular activities and services for students in special education programs.

- Some States had not described the arrangements with public or private institutions to ensure that the provisions relating to education in the least restrictive environment applied to children with handicaps placed by public agencies in those types of settings.

4) Comprehensive system of personnel development (*See* 34 CFR 300.380-387):

- Some States did not describe the results of their annual needs assessments in terms of pre-service training needs.

- Some States did not describe the target populations that the comprehensive system of personnel development would be designed to assist.

5) Interagency agreements in providing services [*See* 20 U.S.C. 1413(a)(13)]:

- Some States had not developed policies and procedures to define the financial responsibilities of various agencies in the provision of services to students.
- Some States had not developed policies and procedures to resolve interagency disagreements.
- Some States had not developed policies and procedures to secure reimbursement from other agencies for the provision of special education and related services.
- Some States did not provide information on how they would make progress toward the development of interagency agreements.

6) Establishment of professional standards [*See* 20 U.S.C. 1413(a)(14)]:

- Some States had not developed a procedure for examining which standards in the State were the highest requirements in the State applicable to special education providers.
- Some States had not provided a plan for each professional discipline area describing how personnel would be hired or retrained to meet appropriate State standards.

In each case in which OSEP concluded that a deficiency existed, OSEP either (1) secured a revision prior to OSEP approval and funding, or (2) granted approval based on a plan to correct the deficiency on an agreed upon schedule.

Compliance Monitoring

OSEP's mechanism for determining SEA compliance with all Federal provisions and consistency with an approved State Plan is its Compliance Monitoring System. Section 616(a) of EHA-B requires the Department to withhold funds, after reasonable notice and opportunity for a hearing, if the Secretary

> finds (1) that there has been a failure to comply substantially with any provision of Section 612 or Section 613, or (2) that in the administration of the State Plan there is a failure [by the State] to comply with any provision... or with any requirements set forth in the application of a local educational agency or intermediate educational unit approved by the State educational agency pursuant to the State Plan...

Section 74.85 of EDGAR provides that site visits may be made as necessary by representatives of the Department of Education to "review program accomplishments and management control systems," and provide "such technical assistance as may be required."

OSEP's Compliance Monitoring System

The OSEP Compliance Monitoring System emphasizes structured interaction with each SEA and is implemented through five components:

- Annual Performance Reports and Data Review;
- State Plan Review and Approval (discussed above);
- Compliance Review;
- Verification of Corrective Action Plan Implementation; and
- Specific Compliance Review.

Annual Performance Report and Data Review. SEAs are required each year to submit to OSEP several types of information concerning the availability of special education programs within the State, including the number of children receiving special education and related services, exiting from special education, and placed in different educational settings. Other required information includes estimates of the anticipated transitional services needed for youth exiting school, an identification of the types of personnel currently employed and needed, a description of services needing improvement, and an analysis of the expenditures of Federal, State and local funds on special education. OSEP also review information from other surveys, such as those conducted by the Office for Civil Rights and the Office of Adult and Vocational Education. By examining these data, OSEP is able to screen for potential compliance related issues, and to assist States in improving their own information systems for similar use. While this information is not used as a basis for determination of compliance, it is used to identify trends that may reflect problems in the implementation of Federal requirements.

Compliance Review. The periodic on-site review of SEA administration of EHA-B is the most extensive component of OSEP's compliance monitoring system. A review includes an on-site visit to the SEA and on-site visits to selected educational programs within the State.

The review process is organized around six activities:

1. Providing notice of the monitoring schedule established for each school year. Specific dates for the visit are negotiated with each State. Beginning in January 1988, OSEP revised

its monitoring cycle by replacing the current three year schedule with a four year cycle. (The existing schedule for State Plan submission is unchanged.)

2. Identifying and selecting sources of data for assessing State compliance and developing the monitoring plan. Before going on-site, OSEP monitoring teams review relevant information for evidence of State compliance. This activity begins with a review of the State Plan and other documents received from the SEA, other offices within the U.S. Department of Education, and other Federal agencies. Following the review of these data, an OSEP monitoring team meets with SEA officials to discuss preliminary questions and to finish planning the on-site visit.

3. Conducting the on-site review. During the on-site review, the OSEP monitoring team interviews SEA and LEA staff, reviews files and student records, and obtains data from other appropriate State and local service providers. A public meeting is held to provide an opportunity for interested persons to present statements regarding the State's implementation of its responsibilities. The team provides an oral report of concerns noted during its visit to the SEA staff in an exit meeting.

4. Assessing compliance. After the site visit is concluded, the monitoring team analyzes all the available information and determines areas of noncompliance. If noncompliance is found, determinations are made about the corrective actions needed.

5. Reporting monitoring findings. A draft report is issued to the SEA for review and comment. The SEA has 30 days to respond to the accuracy and completeness of the report and state any concerns it has about the stipulated corrective actions. OSEP monitoring staff review any new information submitted by the SEA and, where appropriate, amend the report. A final report is issued to the SEA and distributed publicly.

6. Approving the State's Corrective Action Plan (CAP). If noncompliance is determined and reported to the SEA, a Corrective Action Plan is developed and submitted by the SEA to OSEP. The CAP responds to the OSEP compliance monitoring report by including, at a minimum: a) a description of the steps to be taken by the SEA to correct deficiencies; b) a timeline for completion of all steps; c) the identification of any item in the CAP needing clarification;

and d) a detailed description of the documentation to be submitted verifying the correction of deficiencies.

Verification and Support of Corrective Action Plan Implementation. OSEP ensures that all agreed-upon corrective actions are implemented and that the technical support that OSEP agrees to provide is delivered.

Specific Compliance Review. The specific compliance review is focused on those SEA administrative responsibilities that have been identified for indepth analysis by OSEP on the basis of compliance history, State Plan review, OCR and OSEP complaints, or analysis of annual data and performance report information, or State reports of problem areas. In instances where a problem requires more intensive data collection, a specific compliance review may include additional or separate on-site investigations at the State and local levels. In addition, OSEP may use specific compliance reviews to focus on one or more requirements in several States at the same time.

Findings Since May 1985 Monitoring Reviews

By the end of FY 88, OSEP's Division of Assistance to States had completed compliance review site visits for 18 States in Group I and 16 States in Group II (see Table 54). During the same period, 28 reports of the findings of site visits were issued. The findings of the monitoring reviews are summarized in Table 55, which presents the frequency of noncompliance with Federal requirements identified through OSEP monitoring. Also presented in the table is the status of those findings--that is, whether they are preliminary findings issued only in draft reports, or findings issued in final reports. As shown in the table,[35] States showed problems in meeting requirements in a variety of areas, and particularly in one or more of the five core areas listed below:

- SEA monitoring
- LEA applications
- Least restrictive environment
- Individualized education programs (IEPs)
- Due process and procedural safeguards

These findings of noncompliance, which are discussed in the paragraphs that follow, incorporate findings reported in the *Tenth Annual Report to Congress*.

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[35] Without identifying individual States, the table shows the number in which findings were made with respect to specific regulatory requirements.

TABLE 54

States Monitored Since May 1985

Monitoring Site Visits

State	Date of On-Site Visit
1. Alabama	03/23-27/87
2. Alaska	09/14-18/87
3. American Samoa	09/15-28/85
4. Arizona	06/06-10/88
5. Arkansas	01/21-24/86
6. BIA	11/30-12/4/87
7. California	09/19-27/85
8. Colorado	06/01-05/87
9. Connecticut	TBD-FY 89
10. Delaware	04/04-07/85[a/]
11. District of Columbia	04/11-15/88
12. Florida	02/23-27/87
13. Georgia	01/13-17/86
14. Guam	09/15-28/85
15. Hawaii	09/15-28/85
16. Idaho	TBD-FY 89
17. Illinois	TBD-FY 89
18. Indiana	11/18-22/85
19. Iowa	09/26-30/88
20. Kansas	12/09-13/85
21. Kentucky	08/19-23/85
22. Louisiana	06/10-14/85
23. Maine	06/08-12/87
24. Marshall Islands	09/15-28/85
25. Maryland	02/03-07/86
26. Massachusetts	03/10-14/86
27. Michigan	09/19-23/88
28. Micronesia (FSM)	09/15-28/85
29. Minnesota	07/08-12/85
30. Mississippi	02/02-06/87
31. Missouri	01/11-15/88
32. Montana	TBD-FY 89
33. Nebraska	05/18-22/87
34. Nevada	04/20-25/86
35. New Hampshire	TBD-FY89

Table 54 (continued)

State	Date of On-Site Visit
36. New Jersey	03/06-10/87
37. New Mexico	03/14-18/88
38. New York	TBD-FY 89
39. North Carolina	10/31-11/4/88
40. North Dakota	TBD-FY 89
41. Northern Marianas	09/15-28/85
42. Ohio	01/27-31/86
43. Oklahoma	03/31-04/04/86
44. Oregon	12/01-05/86
45. Palau	09/15-28/85
46. Pennsylvania	02/01-05/88
47. Puerto Rico	TBD-FY 89
48. Rhode Island	06/02-06/86
49. South Carolina	05/06-10/85
50. South Dakota	TBD-FY 89
51. Tennessee	04/27-05/01/87
52. Texas	04/14-18/86
53. Utah	TBD-FY 89
54. Vermont	04/06-10/87
55. Virginia	TBD-FY 89
56. Virgin Islands	02/23-28/86
57. Washington	05/16-20/88
58. West Virginia	03/23-28/86
59. Wisconsin	05/09-13/88
60. Wyoming	09/26-30/88

[a] Includes pilot visit of Delaware for development of new monitoring procedures and technical assistance visits to insular areas to assess and promote the full implementation of EHA-B.

Note: The notation "TBD-FY 89" indicates projected on-site visits during the remainder of FY 89.

Information on the frequency of particular findings in Table 55 is summarized by State groupings. Group I States, visited through the end of FY 86, were monitored with respect to a broad range of areas, with particular focus on implementation of general supervision, SEA monitoring of LEAs, and least restrictive environment (LRE). Group II States, visited in FY 87 and FY 88, were monitored largely in the five core areas listed above, plus areas that came to the monitoring team's attention through complaints, written inquiries, public comment, or information obtained while investigating the five core areas. This change was made in order to provide more emphasis on high priority areas. The table also reflects OSEP's practice of compiling a draft report, seeking the State's comment on the accuracy of the draft, and then issuing a final report.

State Educational Agency Monitoring. Each State is responsible for monitoring those agencies in the State subject to EHA-B requirements. The compliance review findings indicate that many States had not adopted monitoring procedures that were effective in identifying deficiencies in the administration of special education programs.

SEAs that were reviewed by OSEP were found to have significant deficiencies in procedures for collecting or analyzing information at a level that would allow them to detect compliance failures. In certain of the Group II States monitored, for example, the SEAs either relied on self reports or self assessments by LEAs rather than independently investigating compliance by those agencies, or failed to monitor periodically all public agencies. In other instances, some SEAs either failed to notify LEAs of numerous instances of noncompliance identified through SEA and OSEP monitoring, or failed to ensure correction of the deficiencies that SEAs had identified. In one State, OSEP found that such deficiencies were the probable result of the limited number of SEA staff assigned to conduct monitoring and the deficient monitoring procedures employed. Two of the Group II States were cited for failing to monitor programs for incarcerated youth in correctional facilities for adult offenders to determine if Federal laws governing handicapped children were being implemented.

Further, OSEP found that procedures in some States to assure the correction of program deficiencies were ineffective, resulting in some instances in poor implementation of these States' existing enforcement authority. OSEP examined whether SEAs had adopted a method for correcting identified deficiencies that ensures that affected public agencies take steps to correct each identified deficiency, prevent the recurrence of each identified deficiency, and eliminate the past effects of each identified deficiency. OSEP found instances where SEAs accepted agency responses to corrective orders that would not satisfy this standard, issued recommendations rather than requiring corrective actions, or did not specify the types of corrective actions that the SEA believed should have been taken.

In an effort to correct such problems, OSEP has required that each of the States involved develop specific procedures for determining if special education programs under its jurisdiction meet State standards as well as EHA-B and EDGAR

TABLE 55

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
1. State Educational Agency Monitoring				
• Adopt and use proper methods for monitoring agencies, institutions, and organizations responsible for carrying out special education programs in the State.	1	8	16	2
• Adopt and use proper methods to correct deficiencies discovered through monitoring.	1	8	14	2
• Adopt and use adequate procedures for enforcement of legal obligations imposed on responsible agencies.	1	8	11	2
• Maintain monitoring and other records for five years after project activities are completed.		4		

Note: Most States were not monitored in all 15 areas. For Group II States, the core areas investigated were: SEA Monitoring, LEA Applications, LRE, IEPs, and Due Process and Procedural Safeguards. Nine of the States monitored since FY 85 have received preliminary findings in Draft Reports, but have not yet received Final Reports. Information from Draft Reports on these States is reflected under the heading "Preliminary," since final findings are not yet available. Twenty States have received Draft as well as Final Reports. Information from the Final Reports on these States is reflected under the heading "Final." Site visits have been conducted in three other States, but Draft Reports have not yet been issued.

"N" equals the number of States in each grouping.

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
2. Local Educational Agency Applications				
• Adopt and use adequate procedures, including criteria for reviewing applications.	1	6	9	3
• Disapprove LEA applications that do not comply with applicable Federal statutes and regulations.	1	7	12	1
• Develop procedures that reasonably inform applicants of requirements for approval of applications.		1	8	
• Provide notice and opportunity for a hearing before disapproving application.			1	
• Assure correct procedures used for significant amendments to an LEA application.		5	3	1
• Consider any decision resulting from a due process hearing that was adverse to the applicant before approving an application for EHA-B funds.		3		
• Require assurances from LEAs of compliance with EDGAR.		5	3	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
3. General Supervision				
• Ensure free appropriate public education provided according to State and Federal standards to handicapped children and youth and that each such education program in the State is under the general supervision of SEA officials responsible for handicapped education programs.		3	6	2
• Ensure that such programs meet education standards of the SEA and EHA-B requirements.		2	4	2
• Assure that public agencies retain records necessary to demonstrate that applicable requirements are met.	1		7	
• Adopt and use a proper method for disseminating information on program requirements and successful practices.	1		8	
• Assure that each public agency adopts and uses appropriate methods for coordinating special education programs and projects within its jurisdiction.			4	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
3. General Supervision (cont'd)				
• Ensure that State advisory panel: meets as needed to conduct business; submits required reports; and serves without compensation.			2	
• Ensure that qualified special education personnel are assigned in all schools.			1	
4. Due Process and Procedural Safeguards				
• Ensure that each public agency establishes and implements procedural safeguards that meet Federal requirements.		4	3	2
• Ensure that parents of handicapped children are afforded the opportunity to inspect and review all educational records with respect to the child's identification, evaluation, educational placement, or provision of a free appropriate public education.				
• Ensure that parental consent is obtained prior to preplacement evaluation or initial special education placement.		3	1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
4. Due Process and Procedural Safeguards (cont'd)				
• Ensure that agencies provide parents with written notice within a reasonable time before acting on a proposal or refusal to initiate or change a handicapped child's identification, evaluation, placement, or to provide or deny a free appropriate public education.		3	2	2
• Ensure that agencies provide parent notice that includes a full explanation of all procedural safeguards available.		5	4	2
• Ensure that the written notice to parents provided by public agencies contains adequate descriptions and explanations of agency proposals or refusals relating to the child's identification, evaluation, placement, or provision of a free appropriate public education.		5		2
• Ensure that those entitled to due process hearings (parents and agencies) are able to initiate a hearing.		4		1
• Ensure that due process hearings are conducted, and decisions rendered, within required timelines.		2		2

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
4. Due Process and Procedural Safeguards (cont'd)				
• Ensure that an aggrieved party to a due process hearing has the right to appeal to the State (two-tier system).		2		2
• Ensure that any reviewing official examines the entire record.		2		
• Ensure that hearing officials conducting a hearing are impartial and that a list of their names and qualifications is available.		1		
• Establish procedures to ensure that hearing decisions are final unless appealed.		2	2	2
• SEA and all other public agencies ensure that EHA-B administrative hearing rights are afforded if a hearing is conducted as part of an appeal.		2	3	
• Ensure that findings and decisions of due process hearings are transmitted to the State Advisory panel.	1	1	4	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
4. Due Process and Procedural Safeguards (cont'd)				
• Ensure an impartial review of a due process hearing and that the reviewing official's decision is final, unless a civil action is brought.		2	1	
• Ensure that efforts at mediation of disputes are offered as a voluntary, not a mandatory, step prior to conducting a formal due process hearing.		3		
• Ensure that parents involved in hearings are given the right to have the child who is the subject of the hearing present at the hearing and to open the hearing to the public.		1		
• Ensure that each public agency establishes and implements procedural safeguards that ensure parents are afforded rights relating to the independent educational evaluation.		4		
• Ensure that parents who are parties to due process procedures are notified of the right to bring a civil action in State or Federal court.		1		

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
5. Least Restrictive Environment				
Ensure that each public agency establishes and implements procedures that meet Federal requirements for educating handicapped children in the least restrictive environment, including:				
• To the maximum extent appropriate, children who are handicapped are educated with nonhandicapped children.	1	7	12	3
• Removal of children with handicaps from the regular educational environment occurs only when the nature and severity of the handicap is such that eduction in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	1	7	15	3
• Handicapped children are not removed from the regular educational setting without valid justification.	1	7	15	3
• Placement decisions are not made on the basis of the category of the child's handicapping condition, for administrative convenience, or prior to the development of a completed IEP.	1	7	12	1

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
5. Least Restrictive Environment (cont'd)				
• Placement decisions are made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.		4	8	1
• A continuum of alternative placements is available to implement each child's IEP.		1	3	1
• Each handicapped child's educational placement is determined at least annually.	1		2	
• Approvable LEA applications set forth procedures for implementation of IEP requirements and describe the number of handicapped children within each disability area served in each type of placement.	1	2	1	
• Requirements regarding education of children in the least restrictive environment are effectively implemented in private and public institutions by making arrangements with both to ensure the rights of resident children.	1	1		

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
5. Least Restrictive Environment (cont'd)				
• Provide full information to teachers and administrators about their responsibilities for implementing the least restrictive environment provisions; provide necessary technical assistance and training to ensure implementation.		3	2	1
• Placement decisions conform with other applicable Federal requirements, including using information from a variety of sources.		3	1	
• Each handicapped child's educational placement is as close as possible to the child's home.			1	
• Each public agency takes steps to ensure that handicapped children participate, to the maximum extent appropriate, in the various non-academic and extracurricular activities offered by the agency.	1	2	5	1
• Public agencies take steps to ensure that each handicapped child has available the variety of educational programs and services available to nonhandicapped children in the area they serve.		2	4	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
6. Individualized Education Programs (IEPs)				
• Adopt and use procedures for monitoring and evaluating the manner in which IEPs are developed, implemented, reviewed, and revised.		3	2	1
• Ensure that an IEP is developed and implemented for each handicapped child placed in or referred to a private school or facility by a public agency or enrolled in such placement by the parents.			2	
• Ensure that IEPs contain all required information.		8	2	1
• Ensure that parents attend IEP meetings or are given an opportunity to participate by other methods when unable to attend.		4	4	1
• Ensure that parents are given an opportunity to fully participate in developing or revising the IEP considered in the meeting.		4	1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
6. Individualized Education Programs (IEPs) (cont'd)				
• Each public agency establish and implement procedures to ensure that an IEP meeting is held and an IEP developed prior to providing services to a child.		4	3	
• Ensure that other required participants are present at IEP meetings.		3	3	
• Ensure that IEPs include provisions that make available physical education services, specially designed if necessary, to each handicapped child.				
• Ensure that each public agency provides special education and related services to handicapped children in accordance with their needs as determined by the child's most current evaluation and IEP.		2	2	
7. Administration of Funds				
• Assure that each recipient maintains records that fully show how grant funds are used, total program costs, other funds used, and need for audits.		2	2	1

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
7. Administration of Funds (cont'd)				
• LEA requests for use of an indirect cost rate are approved in accordance with applicable cost accounting procedures.		1	1	
• Assure LEAs use EHA-B funds only for excess costs of special education and related services provided to handicapped children.		1	1	
• Adopt and use adequate policies and procedures to ensure that EHA-B funds are spent and administered in accordance with applicable law, including:				
- Non-commingling				
- Proper computing of excess cost formula for consolidated program applications			2	
- Obtaining prior approval as required for certain expenditures.			1	
- Expenditures only for programs that serve handicapped children.	1		3	
- Properly administering each program and avoiding illegal, imprudent, wasteful, or extravagant use of funds by the State or other agencies.			1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
8. Complaint Management				
• Adopt and use written procedures consistent with EDGAR rules for receiving, managing, and resolving complaints.	1		8	
• Effectively resolve complaints to ensure compliance with State and Federal requirements.			1	
• Establish time limits for complaint resolution.	2		3	
• Establish criteria for allowing extension of time limits for complaint resolution.	1		3	
• Include in the complaint management process procedures that provide parties the right to request from the Secretary of Education (U.S.) a review of the State's final decision.			2	
9. Student Evaluation				
Adopt and implement procedures to ensure that evaluation procedures that meet Federal requirements are used for all handicapped children, so that:				

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report		Final OSEP Report	
	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
9. Student Evaluation (cont'd)				
• Evaluations are conducted in accordance with those requirements before an IEP is developed and any action taken regarding initial placement.			1	
• Evaluation materials are provided and administered in the child's native language or other mode of communication unless clearly not feasible to do so.			1	
• Reevaluations are conducted within a three year time period.			1	
• Reevaluations are complete and conducted by multidisciplinary teams.			1	
10. Privacy and Confidentiality				
• Assure that responsible agencies provide training or instruction to all appropriate persons regarding State policies and procedures for protecting parent and children's rights.			2	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
10. Privacy and Confidentiality (cont'd)				
• Ensure that parents are notified of their rights to confidentiality of information on an annual basis, including the right to file a complaint with the Secretary under the Family Educational Rights and Privacy Act of 1974.			2	
11. Child Count				
• Submit to the U.S. Department of Education child count reports that comply with EHA-B requirements.			7	
• Establish and implement procedures to ensure that ineligible children are not included.			4	
• Provide adequate procedures for monitoring and verifying agency child counts.			4	
12. Program Evaluation				
• Adopt and implement adequate procedures for evaluating, at least annually, the effectiveness of programs, including evaluation of IEPs.			1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
12. Program Evaluation (cont'd)				
• Procedures adopted are adequate to ensure program evaluations yield information useful for program improvement.			2	
13. Surrogate Parents				
• Adopt and implement procedures for ensuring that each public agency has a method for selecting and appointing surrogate parents in accordance with applicable Federal criteria.		3	3	
• Assure that persons assigned as surrogate parents are not employees of a public agency involved in a handicapped child's education or care.		1	3	
14. Comprehensive System of Personnel Development (CSPD)				
Establish policies and procedures adequate to fulfill all CSPD requirements, including:				
• Description of the CSPD responsibilities of the SEA and other involved agencies and institutions.			1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements
Within State Groups I and II as Identified
in EHA-B Compliance Reviews
(FY 1985 - FY 1988)

Federal Requirements Monitored	Preliminary OSEP Report Group I (N=1)	Preliminary OSEP Report Group II (N=8)	Final OSEP Report Group I (N=17)	Final OSEP Report Group II (N=3)
14. Comprehensive System of Personnel Development (CSPD) (cont'd)				
• Reliable methods for ascertaining the availability of sufficient numbers of qualified personnel.			4	
• A process for conducting the annual training needs assessment and using those results in CSPD implementation.			5	
• Procedures used in evaluating the effectiveness of the inservice training provided.			1	
• Description of SEA responsibility in disseminating information about significant and promising educational practices and materials resulting from research and the criteria for selection of such practices.			4	
• Description of the technical assistance provided to LEAs for CSPD implementation and procedures for responding to requests for such assistance.			4	
• Procedures for funding CSPD, including methods for obtaining funds and criteria for awarding funds.			1	

Table 55 (continued)

Frequency of Noncompliance with Federal Requirements Within State Groups I and II as Identified in EHA-B Compliance Reviews (FY 1985 - FY 1988)

	Preliminary OSEP Report		Final OSEP Report	
Federal Requirements Monitored	Group I (N=1)	Group II (N=8)	Group I (N=17)	Group II (N=3)
14. Comprehensive System of Personnel Development (CSPD) (cont'd)				
• Procedures for developing and conducting in service training programs that meet Federal criteria.			4	
• Criteria for obtaining contractual services with other agencies or institutions of higher education to carry out innovative or experimental CSPD programs.			1	
• Demonstration that institutions of higher education, and other agencies or organizations, have the opportunity to participate fully in development, review, and annual updating of CSPD.			2	

requirements. The procedures include submission of detailed corrective action plans, revised monitoring procedures and instruments, written procedures to ensure the collection, analysis and maintenance of relevant information, and documentation that appropriate enforcement action had been taken to identify and correct continuing noncompliances.

LEA Applications. SEAs are responsible for developing procedures that LEAs and other public agencies must follow when submitting applications for EHA-B funds. In addition, SEAs' procedures must include consideration of any due process hearing decisions against an applicant or any other previous actions to withhold funds from an applicant for noncompliance.

The OSEP monitoring teams found problems in the SEA review and approval process for LEA applications in 25 States. The problems found in monitoring the Group II States were generally typical of those found in the other States. The most significant problems included evidence that SEAs had approved LEA applications that contained policies that were inconsistent with Federal requirements, or accepted statements of assurances where Federal requirements specify the submission of policies and procedures for implementing certain requirements. OSEP teams found a few instances where outdated policies and procedures (dating back to 1974) had been accepted in LEA applications. Due to the failure to require amendments to outdated policies and procedures, the standard forms used for prior written notice of agency decisions that were sent to parents in some LEAs did not provide a full explanation of EHA-B procedural safeguards. Thus, a relatively frequent finding was that SEAs lacked effective procedures for determining if applicants meet each of the many requirements of the law, and/or for verifying that significant amendments to LEA applications had been made properly. Consistent with these findings, a sampling of LEA applications by OSEP monitoring teams revealed many LEA applications that failed to meet all EHA-B regulations.

OSEP's monitoring of corrective actions included 1) reviewing the comprehensiveness and explicitness of the SEAs' revised application procedures, making sure that each SEA provided applicants with these updated procedures; and 2) examining a sample of the first group of applications or amended applications approved under an SEA's revised procedures to make sure that they meet all Federal requirements.

Least Restrictive Environment. Each State is responsible for ensuring that each public agency serving handicapped students meets the Federal requirements for educating those students in the least restrictive environment (LRE). A primary requirement is to educate children who are handicapped with children who are not handicapped, to the maximum extent appropriate. The removal of handicapped children from the regular educational environment is to occur only when the nature or severity of a handicap is such that education in regular classrooms (with supplementary aids and services) cannot be accomplished.

Based on site visits conducted by OSEP monitoring teams, several States continue to have significant problems in fully implementing the LRE requirements. In some States, problems are statewide. Regulations in some States describe program delivery models for each handicapping condition that appear to limit the range of placement options for children with certain categories of handicaps. For example, the special class "model" was the only option identified in two States for serving children with moderate and severe mental retardation. The OSEP monitoring teams found evidence in numerous LEAs in several States that it was common practice to remove children from the regular educational environment, either based on the category of a child's handicapping condition or on the configuration of the agency's service delivery system, even when State regulations did not appear to promote such practices. On-site investigations revealed instances where LEAs did not have available a continuum of alternative placements to the extent necessary to implement the IEPs of children in their jurisdictions. Often no educational reasons were discerned, either from the reviews of student records or interviews with school staff, to support the decision that those students' IEPs could only be implemented in a separate facility. In several States, no evidence was found that public agencies made efforts to alter, or consider altering, the delivery of special education or to provide supplementary aids or services to enable children to remain in the regular educational environment. In one State, LEAs were found to have removed students from regular educational environments to make classroom space available to nonhandicapped children.

Findings in both Group I and Group II States indicate that many States have not established procedures to ensure that the removal of handicapped children from the regular educational environment is warranted and based on the requirements of EHA-B. In addition, OSEP monitoring teams continue to find instances where placements have been determined prior to the development of a complete IEP, and where no procedures have been adopted or implemented to ensure participation of handicapped children who were segregated for most or all instructional periods with children who are not handicapped. In some States, OSEP monitoring teams concluded that a child's placement depended on which LEA was making the placement. That is, while children with a certain handicapping condition in one LEA might be placed in a variety of settings in accordance with individual assessments, children in another LEA might automatically be assigned to one specific setting determined by that handicapping condition.

The corrective actions initiated by OSEP in response to these LRE findings require States to make extensive remedial efforts. Not only are States required to develop detailed policies and procedures and to disseminate them to public agencies, but they are also asked to ensure that all other affected public agencies understand these requirements. Some States were required to assure that each LEA in which violations of LRE were found convene IEP meetings by an established timeline for children placed in separate facilities. At those meetings, each affected child's placement was to be reviewed to determine if the decision is consistent with the revised State policies and procedures. Furthermore, States cited for violations of LRE requirements were required to (1) ensure that LEA applications submitted subsequent to approval of revised LRE policies and procedures contain copies of current LRE policies and procedures, and (2) to review the contents to determine compliance with Federal and State rules relative to LRE.

Individualized Education Programs. One or more violations of the IEP requirements were found in 17 States during OSEP site visits to Group I and Group II States. The most frequent type of finding was that IEPs did not contain all necessary information. Specific deficiencies noted in some student records included: statements of present levels of educational performance or annual goals were missing or did not conform with Federal requirements; deficient statements of the specific special education and related services to be provided to the child; use of IEP forms that failed to include all of the IEP elements, resulting in incomplete IEPs; and failure to specify the amount of services to be provided.

Due Process and Procedural Safeguards. Each SEA is responsible for ensuring that it and each public agency within the State establish and implement procedural safeguards that meet Federal requirements. Most of the States visited have taken extensive measures to meet those requirements. However, findings from monitoring visits showed that most States were deficient in one or more aspects of their procedures.

The most common deficiencies across the State groupings involved the requirement that public agencies give written notice to parents prior to taking certain actions with respect to their handicapped child. Specifically, such notice must be provided whenever the responsible agency proposes or refuses to initiate or change a handicapped child's identification, evaluation, or placement, or to provide or deny a free appropriate public education to that child. Some States were found to have deficiencies in the content of the notices and other information on due process rights provided to parents. In several States, there was no evidence that required notices were always given prior to evaluation or placement, or that, if notices were provided, they contained the required explanation of all procedural safeguards available to parents.

While a wide range of deficiencies was noted in eight of the Group I and Group II States visited, in most States the problems were relatively limited, as were the resulting corrective actions required by OSEP. Other problems identified in one or more States in Group II included: failure to ensure that parents could effectively exercise their right to obtain an independent educational evaluation; failure to ensure the impartiality of hearing or reviewing officers or surrogate parents; failure to inform parents that they could appeal adverse hearing decisions to Federal as well as to State courts; failure to ensure that hearing officer decisions are final, unless appealed, and must be implemented; and not sending copies of due process decisions to the State advisory panel.

General Supervision. Each SEA must meet the requirement to ensure that all special education programs are under the general supervision of the authorities responsible for special education in the SEA and meet the education standards established by the SEA. The SEA thus is responsible and accountable for educational programs for children with handicaps that are administered by any other public agency within the State. Each SEA is further required to ensure that it and all other public agency receiving EHA-B funds retain, for at least five years, any records needed to demonstrate compliance with EHA-B requirements.

More than three-quarters of the SEAs visited had problems in fully meeting the general supervision requirements. In some States, the SEA had failed to exercise its general supervisory authority to ensure that all handicapped children had a free appropriate public education available. In five States, this occurred in the case of children and youth with handicaps in juvenile and adult correctional facilities. However, OSEP teams also found situations where SEAs were not given sufficient authority, under State law, over health agencies involved in the education of handicapped children. IEP committees in those jurisdictions could not include some needed related services (occupational or physical therapy, for example) in a handicapped child's IEP in the absence of authorization by those health agencies. In certain other cases, State agencies (such as State schools for the deaf) exercised independent authority under the laws of their States to admit students without referral from other public agencies, thus being inconsistent with the IEP and placement procedural sequence required by EHA-B. Some of the students admitted to those special purpose facilities potentially could have been appropriately placed in LEA programs.

For those States and others where noncompliance with EHA-B requirements in this area were found, the corrective actions required by OSEP varied depending on the extent of the problem within each State. For the deficiencies described above, SEAs were asked to demonstrate, by the submission of relevant documents, that the SEA has been given specific authority for general supervision of public agency programs providing special education and related services. Further, SEAs were required, at times, to conduct on-site visits to review agency implementation of the State's policies and procedures for compliance with Federal regulations. Following such site visits, SEAs were responsible for correcting any remaining deficiencies identified during the on-site visit and providing reports to OSEP over the course of the completion of those activities.

Complaint Management. Under the EDGAR provisions for this area, each SEA is responsible for receiving and resolving any complaint that the State or any public agency receiving EHA-B funds is violating a Federal statute or regulation. About one-half of the States monitored by OSEP showed deficiencies in one or more phases of their implementation of the EDGAR complaint management requirements. Some Group II States monitored during this cycle had problems similar to those identified among Group I States: namely, failure to resolve complaints within the required timeline of 60 calendar days, unless extended because of exceptional circumstances; the absence of written complaint management procedures; or failing to inform complainants of the right to request that the U.S. Secretary of Education review the State's handling of the complaint. In several States, OSEP found that State policy barred parents from exercising the option of bringing complaints under either the complaint process or the due process system.

In most cases, OSEP required SEAs to implement corrective actions that would improve the process by providing complainants with adequate, accurate information about the complaint process and by reviewing, adopting, and submitting to OSEP State procedures consistent with the EDGAR rules.

Other Areas of Noncompliance. As shown in Table 55, OSEP monitoring teams found a variety of other problems in the States visited through FY 88. However, in the remaining areas, violations seemed to occur in fewer States and with less frequency than in those core areas described above. (See the *Ninth Annual Report to Congress* for a description of the types of problems OSEP teams found in areas such as child count, administration of funds, and surrogate parents.)

OSEP continues to review and refine its State Plan and compliance monitoring procedures, based on its experiences during onsite reviews and the feedback it receives from individuals and organizations involved in or concerned with the education of children with handicaps. In FY 87 and FY 88 the Regional Resource Centers program administered by OSEP continued to offer technical assistance to States to improve their implementation of EHA-B requirements. Through these activities, OSEP exercises continuous oversight of the activities of recipients of EHA-B funds.

TECHNICAL ASSISTANCE: REGIONAL RESOURCE AND FEDERAL CENTERS PROGRAM

OSEP sponsors technical assistance programs to help States meet the requirements of EHA-B and improve the quality of special education services. The Regional Resource Center Program (RRC), authorized by Public Law 90-247, is the largest and oldest of these technical assistance programs. The RRC program provides timely assistance to all 60 States and jurisdictions through a network of six regional centers: the Northeast Regional Resource Center; the South Atlantic RRC; the Mid-South RRC; the Great Lakes Area RRC; the Mountain Plains RRC; and the Western RRC, which serves Pacific insular areas as well as jurisdictions in the continental U.S. Each of the centers serves between 7 and 14 States and territories. In addition, in 1988, OSEP established a Federal Resource Center at the University of Kentucky.

Starting with four centers in 1969, the RRC program emphasized direct diagnosis of children, the development of experimental program models, and training support to teachers. In 1977, the program emphasis shifted away from direct services to children toward assisting State education agencies (SEAs) to meet their responsibilities under P.L. 94-142. Subsequently the RRC program has increasingly focused its efforts on capacity building and systemic program development in States. Most recently, the Education of the Handicapped Act Amendments of 1986 reauthorized the program and established new priorities for RRC assistance to States. The amendments directed the centers to provide services consistent with State-identified priority needs and the findings that result from compliance monitoring activities carried out by the Secretary. Under the program, RRCs attempt to:

- Assist in the identification and resolution of persistent problems in providing quality special education and related services and early intervention services;
- Assist in the development, identification and replication of successful programs and practices that will improve service delivery;
- Gather and disseminate information within regions and coordinate activities with other RRCs and relevant federally funded projects;
- Assist in the improvement of information dissemination to and training activities for professionals and parents; and
- Provide information to and training for agencies, institutions, and organizations regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements authorized under Parts C through G of EHA.

The primary client of RRC technical assistance is the SEA. In addition, through the SEA, services are provided to others, including local educational agencies, other professionals, and parents. The centers tailor services to the needs of individual States within their regions, and also sponsor multi-state activities and work collaboratively with other RRCs to address needs identified across regions. Working within the national technical assistance network, each of the RRCs maintains current information on the States it serves as well as state-of-the-art information on priority topics. Through its regional center, each State has timely access to a wide range of current information on research, policies, procedures, and practices concerning the education of children with handicaps.

In September 1988, OSEP awarded a contract to the University of Kentucky to operate a seventh center, the Federal Resource Center, which assists the RRCs in meeting State needs in areas of national priority. Among other tasks, the Federal center will develop a national profile of technical assistance needs, conduct analyses and develop models to address persistent problems in administering and assessing special education programs, and provide training and support to the RRCs.

The RRCs help SEAs improve special education and related services for students with handicaps through the identification, development, and replication of successful programs and practices. Technical assistance strategies include consultation, training, information dissemination, model development and replication, product development, and linking States with other resources. RRC assistance processes are designed to ensure proper matches between the presenting need and the chosen strategy, emphasizing client ownership of the problem and commitment to applying a solution.

Between 1983 and 1988, the RRCs have provided over 80,000 instances of technical assistance service to States. (This number represents instances of service rather than the number of individuals receiving services.) While SEA administrators remain the primary clients, RCCs also serve LEA administrators and others, usually as part of a participatory planning effort, or as recipients of a joint SEA-RRC development effort. During this period of time, RRCs reported providing services to teachers 10,018 times, to related service personnel 4,359 times, to LEA administrators 21,925 times, to SEA administrators 20,597 times, to parents 16,100 times and to others 11,235 times. Parent involvement has been an RRC priority for the past five years and represents almost 20 percent of the total services rendered. Other recipients of services include faculty in institutions of higher education, members of advocacy organizations, and staff in other State agencies.

Between 1983 and 1988, RRCs delivered assistance through a wide variety of intervention strategies. During this time RRCs reported providing 4,569 consultations, sponsoring 1,453 workshops, topical meetings or conferences, conducting 2,044 information searches, and developing 246 publications and 48 non-print products. The RRCs provide most of their services through direct interaction (consultation, workshops and training), rather than product development and dissemination. Even so, nearly 300 products have resulted from RRC assistance in the past five years. Through this variety of interventions, the RRCs help to improve the formal State systems that are needed to promote the effective delivery of special education service. RRC efforts, combined with State initiatives, administrative and political readiness, and other factors, have played a significant part in systemic improvements that have occurred over the last decade in States' capacity to meet the educational needs of children with handicaps.

Currently, RRCs provide assistance in three broad areas: (1) needs related to proper administration of policies and procedures as identified by OSEP's monitoring of SEAs--for example, least restrictive environment or SEA monitoring practices; (2) Federal initiatives (for example, early childhood education, transition from school to work and adult life, and parent involvement in educational decision making); and (3) State-identified needs. In 1987, the six RRCs conducted the first of two major needs assessment and planning cycles under their current contracts. Each center developed State assistance plans with each State in its region, including technical assistance agreements (TAAs) detailing specific technical assistance activities RRCs will deliver during the period 1987-89. A large majority--79 percent--of the total number of TAAs (785) lie within the five topical areas identified by OSEP as priorities: SEA monitoring (100); least restrictive environment (144); parent participation in decision making (129); transition (129); and early childhood (121). The remaining 21 percent of the TAAs address a variety of State-identified needs, for examples: Comprehensive Systems of Personnel Development (CSPD), program effectiveness and evaluation, technology, procedural safeguards, SEA management, and helping SEAs find ways to meet the needs of a range of special populations (e.g., medically fragile, rural-remote, traumatically brain-injured, and limited English proficient children). The sections that follow discuss first, State and regional technical assistance and, second, national technical assistance provided by the RRCs.

State and Regional Technical Assistance

To gain a better understanding of the services that RRCs provide within their regions, it is helpful to look at some examples in each of the OSEP identified priority areas. These areas are SEA administration, least restrictive environment, transition, parent involvement, and early childhood.

SEA Administration

RRCs devote a significant portion of their activities assisting SEAs in meeting their responsibilities for the proper administration of policies and procedures under EHA-B. These activities include SEA monitoring of local programs and other State agencies. In addition, many technical assistance agreements with States reflect the RRC program's intent to deliver services that are consistent with the findings of Federal compliance monitoring activities and State-identified priority needs. In the last year, both the Northeast (NERRC) and Mountain Plains RRCs (MPRRC), for example, have provided technical assistance to enhance the capacity of the SEAs to meet the requirements under the EHA-B and to promote systematic program administration at the local education agency level. Activities have included analyzing policy documents, revising State rules and regulations, establishing or revising monitoring procedures, and developing guidelines for program implementation. In addition, the Western RRC (WRRC) has been assisting the developing governments of the Pacific to establish an administrative structure and public support to continue programs serving children with handicaps as these governments have assumed increased responsibility over their own affairs. Examples of assistance include:

- With assistance provided by the NERRC, the State of New Jersey developed and implemented an action plan to revise the State Special Education Code, modify special education policies and procedures, and develop a comprehensive LEA monitoring system. Incorporating recommendations and assistance from the same RRC, the

State of Maine recently revised the State's Special Education Code.

- The State of Utah received assistance from MPRRC to develop new State rules and regulations and to review and revise local policies and procedures. As outcomes of this activity, the State developed new guidelines for serving children who are learning disabled and revised conflict resolution training guides for building principals. In addition, the MPRRC helped the South Dakota SEA to revise its monitoring procedures to enable the State to more consistently monitor LEAs, correct identified deficiencies, and maintain regulations that are consistent with Federal special education statutes and regulations.

- Special education programs in the developing governments of the Pacific (The Republic of Palau, The Republic of The Marshall Islands, and the Federated States of Micronesia) have been completely funded by Federal sources since their inception in the 1970s. In 1986, when these governments began planning to take on increased responsibility over their own internal affairs, it appeared that special education programs might be discontinued with the scheduled termination of EHA-B funding. Working with each of these governments, during the last two years the WRRC has developed a status report on the condition and future needs for special education manpower and facilities, and on the development of educationally related services. The process of collecting data and interviewing educators and community leaders about the future of special education has brought together many of these people for the first time to talk about the place of people with disabilities in their societies. The consultation and planning that have gone into these reports have already had a significant impact on establishing government and public support for special education programs. Parent, business, and community support groups interested in programs for children with handicaps now exist in all three of these developing areas as a result of WRRC consultations. In addition, Palau has drafted special education legislation, to be introduced in 1989, which has both legislative and community support. The continued provision of special education services, two years ago in some jeopardy, now appears assured.

Least Restrictive Environment

The second topical area identified by OSEP is the provision of services to students with handicaps within the least restrictive environment. During 1987-88, the RRCs assisted several States in their efforts to address a principal mandate of the EHA-B by helping States resolve problems and to identify, adopt, or develop successful practices concerning LRE. Activities included consultation on State regulations and procedures related to student placement, recommendations regarding effective instructional models at the LEA level, awareness training, dissemination of training materials, and information sharing, as provided through the national electronic bulletin board of the Mid-South RRC (MSRRC) and South Atlantic RRC (SARRC).

- Delaware and Tennessee have developed and implemented statewide initiatives in the area of least restrictive environment with assistance from the MSRRC. MSRRC provided planning and development services to assist task forces representing local school systems, parents, advocates and other State agencies in Delaware to identify needs, goals, and activities to encourage integration of disabled with nondisabled students. As a result of this initiative, the State Board of Education and the Department of Public Instruction are supporting interdepartmental task forces on transportation, facilities and finance. These activities are projected to result in revised policy and procedures that will facilitate administrative functions associated with integrated placement alternatives. In coordination with the National LRE Network Project, the MSRRC has also facilitated awareness training at statewide conferences in both Delaware and Tennessee to increase the knowledge of teachers, families, and administrators concerning LRE-related issues and strategies. Staff at model sites in Tennessee have participated in site visits to and conferences on model programs to increase their skills in the delivery of services in regular public schools. In addition, the MSRRC supported the development of materials documenting successful administrative practices in the model sites for statewide dissemination. As a result of the Tennessee effort over the last few years, an increased number of students with severe disabilities participate in community-based instruction at regular public high school campuses.

- The NERRC assisted the Rhode Island SEA in the revision of policies and procedures for the provision of services to students within the least restrictive environment. The project also developed a manual designed to encourage and support local implementation of State LRE policies.

- The WRRC has been assisting the American Samoa Department of Education over the last three years to develop programs that meet Federal requirements in a unique cultural environment. The goal of this effort, referred to as the Intensive Educational Support Program (IESP), is to increase the reading skills of elementary students with mild handicaps in the general education classroom. WRRC assistance has included consultation on program planning and development; selection and development of four elementary school pilot sites; provision of information on critical issues (for example, policy, accessibility, liability, and curriculum standards); training for teachers, principals, and consulting teachers; in-classroom consultation on curriculum-based assessment and instructional strategies; program visits by American Samoan educators to integrated programs on the mainland; and evaluation of the progress of these program development efforts. As a result of this assistance, the American Samoa SEA has assigned a full-time staff member to coordinate further implementation of the IESP program, has implemented its own expansion of pilot site development to a secondary school, and is considering full implementation of the IESP in all elementary schools.

Transition

A third OSEP topical area is the extent to which youth, when exiting the educational system, are able to access and participate meaningfully in adult activities, opportunities and, if necessary, adult services. Successful transition has become an important criteria to evaluate the impact and effectiveness of efforts to provide a free appropriate public education to all children and youth with handicaps in recent years. Increasingly, parents and professionals have recognized the importance of selecting goals, providing services, and conducting planning activities while the student receives special education services under EHA-B that will enable the student to make a successful transition to adult life. RRCs provide support and assistance to States in these efforts. RRCs draw upon research and established model practices to carry out such activities as awareness conferences, training activities, consultation, and model and product development.

- Over the last several years, Virginia has experienced significant growth in programs for handicapped youth and young adults. To assist the State in coordinating these programs across educational and adult service agencies, the MSRRC collaborated with the Region III office of the Rehabilitation Services Administration to sponsor a conference for agency and consumer representatives concerned with service delivery to handicapped youth and young adults. The expected outcomes for the conference included the development of objectives and action steps for continued collaborative planning. A major result of the conference was the development of a plan entitled Virginia's Integrated Transition Approach Through Leadership (VITAL). Staff and resources from the MSRRC were allocated to support the VITAL team and help them implement their action plan. The VITAL team has held several State conferences for hundreds of parents, students, service providers, and employers and has developed additional projects designed to fill service gaps. In addition, the Virginia SEA has established a full-time staff position to coordinate transition services for youth with handicaps.

- The Great Lakes Area RRC (GLARRC) has provided assistance to an interagency transition committee in Minnesota that recently played an active role in the development and passage of legislation that required development of individualized transition plans for all children with handicaps that outline the special instruction and other services to be provided to meet their transition needs. The legislation also requires formation of community-based interagency transition committees.

- In the State of Idaho, the WRRC conducted activities to support development of State guidelines and the implementation of transition planning at the LEA level. A transition planning guide and consultation on community-based transition programs were provided. Outcomes included State support of local transition coordinators, development at the district level of building-based student programs and the establishment of community networks of schools, adult service agencies and private businesses. Taking advantage of contextual, fiscal and other similarities, the State of Arizona is now using the information obtained from Idaho's experience to develop State guidelines and support local district transition activities.

- In response to an expressed need to increase the capacity of SEAs, LEAs, parents, and other agencies to plan for students' secondary education and transition from school to work and adult life opportunities, in 1988 NERRC conducted a regional transition conference, "Creating a Vision for Change: Values, Strategies and Commitments." Approximately 100 participants from seven States in the Northeast Region and from Michigan worked in small groups as State teams and heard a variety of presentations designed to assist in their collaborative state-based transition planning efforts. The conference fostered a number of new initiatives in the Northeast States. Vermont is designing guidelines for the development of state-level transition policy. New Hampshire will develop and deliver workshops, resource directories, and a film documentary for the purpose of fostering improved collaboration between parents and school personnel planning for the transition of students with handicaps. Maine will emphasize activities to increase public awareness about the transition needs of students and provide training to improve the capacity of local communities and parents to implement individualized transition plans.

Parent Involvement

Parental participation in decisions regarding the identification, evaluation and services provided to children with handicaps is a central provision of the EHA-B and an OSEP-identified topical priority for RRC assistance. RRCs assist in the development, implementation and dissemination of information and practices that promote effective parental involvement. During the past year, RRCs have provided various forms of assistance to States and parents, including support for the development of State-level plans for services to parents and sharing of information regarding parent training materials. Building on this past year's experiences, for example, the SARRC will carry out further work with SEA staff and parents within the region. This effort aims to develop guidelines that will assist SEAs and LEAs as they seek to promote active parental involvement in policy development and the provision of educational programs and services for students with handicaps. Other examples of assistance in this area provided by RRCs include:

- The GLARRC assisted The Friends of Special Education in the Chicago School District to develop and implement a program designed to prepare minority parents to support other parents' involvement in decisions affecting their children's education. District officials report, as a result, an increase in minority parent involvement in the education process. Based on the success of the program, the Chicago LEA requested an expansion of the program to train one "friend" in each elementary school building to facilitate communications between the school personnel and parents.

- The SARRC assisted the State of Florida in the development of a State Master Plan for Parent Services that included as components: parent and professional training, LEA parent advisory councils, and SEA-level staffing requirements. The State of Alabama developed a similar master plan modeled on the Florida plan.

- In 1988, the NERRC conducted a regional conference for State teams of parents and educators to strengthen family and school partnerships in the education of children with handicaps. As a result of this conference, several initiatives have emerged in participating States, including the formation of the New Hampshire Parents Council of Special Education, the creation of the Parent/Professional Collaboration Committee of the Rhode Island Special Education Advisory Committee, and the delivery of training workshops in Maine to assist local communities to implement the Parents Encouraging Parents program.

Early Childhood

The fifth OSEP-identified priority area is the provision of services to infants and toddlers with handicaps. Following the passage of The Education of the Handicapped Act Amendments of 1986, Federal support for services to this younger group has expanded significantly. Through policy and programmatic initiatives, States are extending or, in some cases for the first time, offering services to preschool youngsters. Through Part H of the EHA-B, States are initiating or expanding early intervention services to children birth through two years of age who are handicapped or at risk for becoming so. Through their information sharing and dissemination activities, the RRCs have offered assistance to States and service providers as they develop policies, and plan and implement the Statewide programs. Examples of these initiatives:

- GLARRC has compiled and disseminated information from all States related to their implementation of the Handicapped Infants and Toddlers Program (Part H, EHA) and the Preschool Grant Program. This document identifies: (1) lead agencies appointed by governors in all States and territories to administer Part H; (2) age ranges for which States mandate free appropriate public education; (3) enrollment and incidence information by age group; (4) fiscal information for services provided to children aged 3 through 21; (5) eligibility criteria for services offered to children age three through five, and (6) early childhood teacher certification requirements.

- After assisting the Bureau of Indian Affairs develop a document detailing the agency's special education policies and procedures, the MPRRC provided additional support to extend BIA policies and procedures to cover the provision of services to children aged three to five with handicaps who are enrolled in schools either operated or supported by the BIA.

- In response to needs identified this past year, the GLARRC will coordinate a Planner Conference on Integration and Least Restrictive Environment (LRE) for Young Children during 1988-89 year. The purpose of the conference will be to enable policy makers to examine models for integration of very young children with handicaps within least restrictive environments. Utilizing information disseminated through GLARRC, the State of Michigan will coordinate a conference designed to facilitate operation of local interagency coordinating councils. Finally, Minnesota is planning a series of inservice training sessions to promote interagency early childhood networking, joint planning at the local level, and development of a consensus of State legislative proposals.

Along with the priority areas identified by OSEP, the RRCs deliver technical assistance to SEAs in areas of critical need that States have identified. In response to these requests, RCCs have developed over 300 products, including print and non-print resources. These products, most often used to inform and facilitate decision-making, address a wide variety of programmatic and administrative topics, such as service delivery to special populations of children, student assessment, program evaluation, parent involvement, SEA management, and interagency collaboration. The products themselves are of many types, including bibliographies, descriptions of policies and promising practices at the State and local levels, service directories, analyses of policy issues and options, computer programs and guides, and training manuals. For example, in 1987, the WRRC prepared a manual designed to assist rural and remote communities and States utilize telecommunications technologies in the delivery of special education services. To assist States in its region, the MSRRC conducted a survey in 1987 of its client States to identify and describe current efforts to meet the transitional needs of secondary age students. In 1986, the center developed a guide for planners concerned with the transition from school to work and adult life. For the Alabama SEA, the SARRC in 1987 developed a plan to improve and expand services to parents of persons with disabilities. Finally, the NERRC developed a guide in 1986 for educators in Maine for planning for the use of technology in special education.

National Technical Assistance

When SEA needs warrant it, the different RRCs collaborate to reduce duplication, save money, and increase impact. Recent examples of such collaborative efforts and their impact on issues of national importance are described below.

Effectiveness Indicators for Special Education

In the early to mid 1980s, the attention of parent groups, teachers, and State and local administrators increasingly focused on the need to examine and define the elements constituting "effective" education for children and youth with handicaps. Across the States, their efforts had become somewhat duplicative; in some cases, efforts were not informed by the rapidly emerging knowledge base resulting from recent research on effectiveness of the regular education in schools. As the RRC with responsibility for this topic, in 1985 the Mid-South RRC formed a national panel with representatives of all RRCs, parents, teachers, and State and local administrators in both regular and special education. With the assistance of a subcontractor, the panel developed a comprehensive reference document entitled "Effectiveness Indicators for Special Education."[36] This document consolidated indicators from school and classroom effectiveness research, from special education research, and from State and local practice. It organized the information according to the framework for evaluating program effectiveness in regular education that had been developed earlier by the Council of Chief State School Officers. The document was reproduced by the Council of Administrators of Special Education (CASE) and by the National Clearinghouse for Rehabilitation Training Materials. Thousands of copies have been distributed to local practitioners, who use them primarily as a source of evaluation standards and questions. In addition, CASE has used the document as the basis for an evaluation manual it has recently developed; trainers for preservice and inservice training in nearly every State have also used it.

Parent Involvement/Parent Professional Partnership

The RRC program developed and launched a series of initiatives in response to the critical need identified by States for greater parent involvement in the eduction of children with handicaps. These initiatives were intended to promote parent participation in all levels of the educational system, particularly in the local decision-making processes that affect the quality of special education programs on the local level. These initiatives began in 1983 with the addition of parent representatives from each State to the advisory committees of the RRCs. As committee members, parents have helped develop State-specific and regionwide programs for technical assistance to foster more productive parent participation. In 1984 the RRC program and OSEP sponsored a national parent conference to help energize State and local parent involvement efforts.

With RRC assistance and collaboration with Federally funded Parent Information Centers and the national Technical Assistance for Parent Programs (TAPP) project to coordinate services and increase the effectiveness of State and local parent involvement programs, systematic parent involvement programs are in place in all six RRC regions. For example, the Northeast RRC has developed a regional parent/professional work group that helps guide the services of the RRC and has supported the development of work groups in six of the Northeast States. These groups, in turn, work collaboratively with their SEAs to develop statewide and local training and dissemination programs that facilitate informed parent participation.

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[36] National RRC Panel of Indicators of Effectiveness in Special Education (1986). Stillwater, Oklahoma: National Clearinghouse of Rehabilitation Training Materials, Oklahoma State University.

Assistive Devices

In 1984, several States across the RRC regions identified as an issue the need to develop assistive device services for individuals with communication and mobility disabilities and to make these services more broadly available. OSEP and the RRCs established a multi-regional work group composed of representatives from each of the RRC regions to address this topic as a national initiative. As the lead RRC, the Great Lakes Area RRC convened the National Planners Conference on Assistive Device Service Delivery in 1987 and developed a proceedings document. The Association for Advancement of Rehabilitation Technology published 500 copies of a manual based on that document to help States plan services for individuals needing assistive devices. The effort has spawned several State task forces, projects and other initiatives to increase the availability and use of assistive devices and related services. Participating States have also adapted resource materials from the conference and used them in State-specific awareness, training, and development efforts. For example, Minnesota has conducted a survey of local units to identify assistive device users, developers, and trainers in the State. Based on that information, a statewide assistive device conference was recently conducted to promote promising and effective practices.

Transition

During the last five years, much RRC effort has centered around improving interagency collaboration, particularly as it affects transition of students from school to adult life. In 1985 the RRCs coordinated and co-sponsored a series of conferences with the Rehabilitation Services Administration (RSA), an agency within OSERS concerned with adults with disabilities. Conferences were held in every region and involved individuals from special education, vocational rehabilitation, vocational education, regular education, parent groups, and other service providers and agencies. Staff from most of the RRCs and all of the RSA regional offices together developed conference agendas, identified participants and presenters, provided resource materials, and led conference work groups. Each conference provided a forum for agency personnel and parents to exchange information and plan appropriate actions in their regions to work toward better transitions for youth with disabilities from school into community and employment settings. Many ongoing statewide and local interagency planning efforts, training sessions, and programs have resulted from the regional conferences.

SUMMARY

Through the five components of its Compliance Monitoring System, OSEP systematically reviews the adequacy of States' policies and procedures to carry out the requirements of EHA-B. This system has the capacity to verify that the requirements of the Act are being carried out, as well as to determine with States appropriate remedial measures that must be taken to correct identified discrepancies between the requirements and States' policies and procedures. The Regional Resource and Federal Centers Program, along with other technical support programs sponsored by OSEP, plays an important role in assisting States design and implement improvements needed to meet their responsibilities under the statute. In addition, its technical assistance services support SEAs in their efforts to identify administrative and programmatic needs and to design and put in place improvements to enhance the quality of educational and related services provided to infants, toddlers, children and youth with handicaps. Through the combined resources of these compliance and technical assistance programs, States receive on-going support in implementing the complex demands of providing full educational opportunities to youngsters with disabilities.

CHAPTER VIII

EFFORTS TO EVALUATE THE EFFECTIVENESS OF PROGRAMS EDUCATING CHILDREN WITH HANDICAPS

Section 618 of the Education of the Handicapped Act mandates that the Department of Education assess progress in implementation of the Act, provide Congress with information relevant to policy making, and provide Federal, State and local agencies with information relevant to program management, administration, and effectiveness of education and early intervention services. This chapter examines Federal and State/Federal evaluation efforts supported under the Act.

First, it describes five Federal studies on the following topics: 1) the provision of a free appropriate public education to certain populations of students being served in special education (native Hawaiian and Pacific Basin, native American, migrants, residents of rural areas, and limited English proficiency); 2) the extent to which vocational education programs are serving youngsters with handicaps; 3) an assessment of procedures to improve programs of instruction for handicapped children being served through day and residential facilities; 4) a longitudinal study on how students with handicaps fare in high school and after; and; 5) a survey of expenditures for special education and related services. The chapter then explains the State Agency/Federal Evaluation Studies Program, which sponsors cooperative evaluation studies by State agencies and the Department of Education. It describes current studies being carried out under the program in the States of Colorado, Connecticut, Kansas, Maryland, Minnesota, and North Carolina. The findings of four completed studies on prereferral interventions from the States of California, Kansas, New York, and North Carolina are then presented and compared. The findings of four additional completed studies are then highlighted. Finally, the chapter explores the impact of the Federal/State evaluation program on State agencies and looks at the role of Federal technical assistance in the program.

FEDERAL STUDIES

The principal evaluation activities conducted at the Federal level are specific legislative mandates that are prescribed in Section 618 of EHA-B, as amended. The special studies cover topics on which Congress and the Department of Education need nationally representative information to evaluate the implementation of the Act.

Providing a Free Appropriate Public Education to Special Populations of Students With Handicaps

The EHA Amendments of 1986 at Section 618(f)(4) directed the Secretary of Education to provide information in the *Annual Report to Congress* addressing the provision of a free appropriate public education to infants, toddlers, children, and youth with handicaps who comprise five special populations: native Hawaiian and other native Pacific Basin; native American; migrants; living in rural areas; and of limited English proficiency. To fulfill the Congressional mandate, Decision Resources Corporation and its collaborating subcontractor, the National Association of State Directors of Special Education, are conducting a special study under contract with OSEP. The principal tasks of this study are to identify, describe and, wherever possible, analyze existing data on students with handicaps in the five groups and the special education services they are receiving. Data collection and analysis have now been completed. The final report is scheduled for completion early in 1989. This study will describe: (1) the provision of services to children with handicaps representing each of the special populations; (2) exemplary and promising practices related to procedures (e.g., identification), resources (e.g., personnel) and service delivery; (3) the status and recommendations regarding the development and utilization of empirical data bases; (4) implications for future research and evaluation activities; and (5) a synthesis of findings within and across the special populations summarizing information regarding the provision of services, the population to be served, and systems of service delivery.

Study of Vocational Education Services to Children with Handicaps (1987 Transcript Study)

Section 618(f)(2)(D) of the EHA Amendments of 1986 requires that the annual report to Congress include an analysis and evaluation of the participation of handicapped children and youth in vocational education programs and services. The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) requires a national assessment of vocational education among the handicapped and non-handicapped population. To meet the requirements of these mandates, the Office of Special Education Programs, in collaboration with the Center for Educational Statistics and the Office of Planning, Budget, and Evaluation, obtained data on high school students with and without handicaps, age 17 or in the 11th grade, from 469 schools across the United States.

The data on students with handicaps came from two sources: Reviews of student transcripts, and analysis of data from questionnaires that were completed for each handicapped student in participating schools. These data promise to be particularly useful in describing the patterns of courses taken by students with handicaps within regular, special, and vocational education, as well as understanding how students with handicaps access vocational education. Data from this study will be published in the *Twelfth Annual Report to Congress*, 1990.

Study of Programs of Instruction in Day and Residential Facilities

Section 618(f)(2)(E) of the EHA requires that the annual report to Congress include "an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to improve programs of instruction for handicapped children and youth in day or residential facilities." To address this requirement, OSEP is conducting a four-part study under a contract with Mathematica Policy Research which includes the following components:

- **A survey of facilities.** From a national sample of private and public day and residential facilities for handicapped children/youth which provide educational services on their premises, 2,000 facilities have been contacted to provide data on the current status of education in facilities for handicapped students.

- **A survey of State Directors of Special Education.** Data were obtained from State Directors of Special Education on procedures that affect the improvement of educational programs for handicapped students.

- **Case studies of State procedures.** In depth data were obtained from eight State Directors of Special Education regarding State procedures designed to improve instructional programs at separate facilities.

- **Case studies of separate facilities.** Site visits were conducted with facility staff at 24 sites (three within each of eight states) to gather information on changes in facility educational practices and SEA, LEA and other governmental agency procedures affecting facility practices.

The study will provide data on the characteristics of children served in separate day and residential facilities; the nature and amount of education and related services received by these children; opportunities for integrated services that exist within separate facilities; the movement of children in and out of such facilities; and the quality of services, staff, and facilities in general. Additionally, the study will compare data with those obtained by the Office of Civil Rights in 1978-79,[37] in order to document changes in services. Finally, the study will examine procedures to improve instructional programs in separate facilities in eight States, and note changes in facility educational practices. Preliminary data from this study will be reported in the *Twelfth Annual Report to Congress*, 1990.

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[37] Office of Civil Rights Special Purpose Facilities and Rights Survey, 1978-79.

Longitudinal Study of Secondary and Postsecondary Students with Handicaps

Section 618(e)(1) of the EHA Amendments of 1983 directed the Secretary of Education to conduct a longitudinal study of a sample of handicapped students. This five-year study, conducted under contract by SRI International, focuses on the educational, vocational, and independent-living status of a sample of secondary students aged 14 to 22. It examines the educational experiences of these students in secondary school, as well as their transitional status and progress after leaving school. Chapter IV of this *Eleventh Annual Report to Congress* reports some preliminary information on this longitudinal study.

Survey of Expenditures for Special Education and Related Services

Section 618(e)(2) of EHA-B, as amended by P.L. 98-199, directed the Secretary of Education to provide information regarding State and local expenditures for educational services for handicapped students and to calculate a range of per pupil expenditures by handicapping condition. OSEP contracted with Decision Resources Corporation (DRC) to undertake a survey to obtain comparable expenditure data from a sample of 60 school districts in 18 States. The DRC study focused on the range and variation in expenditures and service levels. The study investigated such questions as:

- How much does it cost to educate children with handicaps?
- Who provides special education programs and services?
- How are different types of programs and services distributed across different handicapping conditions?
- What is the contribution of Federal funds?

Chapter VI of this report presents the major findings of this study.

STATE/FEDERAL EVALUATION STUDIES PROGRAM

The innovative State Agency/Federal Evaluation Studies Program, initiated in 1983, provides valuable opportunities for States to work together with the U.S. Department of Education on evaluation questions of mutual concern. The program was created under Section 618(d) of EHA-B, as amended by P.L. 98-199, which authorizes the Secretary of Education to enter into cooperative agreements with State agencies to evaluate the impact and effectiveness of programs provided for under the Act. The remainder of this chapter describes the background of the program, current evaluation projects, findings from completed evaluation studies carried out under the program, and some of the impacts of the program within the States.

Background on the State/Federal Evaluation Studies Program

During the Congressional deliberations over P.L. 98-199, the Senate Committee on Labor and Human Resources stated that

> The Committee believes that local educational agencies, State educational agencies, and the Federal special education agencies working together could produce comprehensive and useful information on the impact and effectiveness of programs assisted under the Act which could lead to program improvements at the Federal, State, and local levels. [S. Rep. No. 19, 98th Cong., 1st Sess. 12 (1983).]

The intent of Congress was to initiate a State/Federal cooperative evaluation effort that would mutually benefit the special education program at Federal, State, and local levels (*Ninth Annual Report to Congress*, 1987). P.L. 98-199 expanded the mission of Section 618 at the same time that it created the new program for States' evaluation of special education programs. The original Section 618 mandate as provided for in P.L. 94-142 was to measure and evaluate the impact of the program authorized by the Act, the effectiveness of States' efforts to assure the free appropriate public education of all handicapped children, and to report to Congress on these matters. P.L. 98-199 added responsibility for developing information relevant to program management, administration, and effectiveness of education and early intervention services for the use of Federal, State, and local agencies. The expanded Section 618 mandate expects that information gathered under its authority will be usable for policy making, program management, administration, and examining effectiveness of service. The State/Federal program offers a means to generate this information.

Structure of the Program

Two major factors enable the program to be responsive to both Federal and State needs. The first is that study priorities have been invitational since the first program competition in 1984. The second is the cooperative agreement award mechanism.

The Secretary of Education invites applicants to study issues of prime importance to the Federal agency. But, applicants do not have to respond to these priorities in order to be considered for funding. Therefore, State agencies may use the program to study an issue or question that is timely and necessary. State educational agencies have exercised this flexibility to design studies which have asked such question as:

> "What are the critical variables affecting placement decisions of emotionally maladjusted students?"
>
> "Are there legitimate criteria for entrance into and exit from special education? Are these criteria applied judiciously across programs?"

> "Are there differences among local programs providing services to children with handicaps? What are some of the factors contributing to those differences?"

Of the 44 studies funded since the first competition in FY 84, many have addressed the Secretary of Education's invitational priorities to design studies that investigate such issues as:

> "What are the effects of program options, support services, and procedures used prior to referral for special education?"
>
> "What are the programs and support services that ensure successful transition to the world of work, higher education and independent living?"
>
> "What are the initiatives taken in regular education to assure that only students requiring special education are referred formally and placed in special education programs?"

Because studies funded under the program have a project period of 18 months, State agencies are able to respond in a timely fashion to questions asked by State legislatures, State boards of education, and other State governing bodies.

An increase in the commitment to educational evaluation on the part of State educational agencies, State legislators, and local districts in recent years has also encouraged State educational agencies to participate in the program. A common concern about the increasing number of students who are classified with certain handicapping conditions (for example, learning disabilities) and a related increase in service costs also encourages State participation. For example, Utah State Department of Education's study, *Evaluation of Mainstreaming Models*, was initiated in part to respond to the requests of State legislators to demonstrate that special education programs are working. State agencies also view the program as an opportunity to demonstrate the accountability of State and local educational agencies. This goal is compatible with the Congressional intent of Section 618(d) in P.L. 98-199 (which authorizes the State Agency/Federal Evaluation Studies Program) and the overall Section 618 mission to provide Congress, Federal, State, and local agencies with usable information.

The second factor that enables the program to respond to both Federal and State need is the funding mechanism used by the Department of Education to make awards under the program. That mechanism is a cooperative agreement which differs from a grant in that substantial involvement is anticipated on the part of the Federal agency. Federal involvement generally takes place in the refinement of the evaluation question to be studied, in the study design, and in review of data collection instruments and reports. In the State Agency/Federal Evaluation Studies Program a partnership is formed between the Federal agency, which provides 60 percent of the project funds, and the State agency, which provides the remaining 40 percent of the funds.

Studies Funded Under the State Agency/Federal Evaluation Studies Program in FY 1988

For FY 1988, approximately $750,000 was available to support seven new projects under this program. The topics of the studies and the States carrying them out are as follows:

The Effectiveness of Special Education Programming at the Secondary Level Based Upon Student Outcome and Program Quality Indicators (Colorado)

One objective of the study is to evaluate secondary special education student outcome indicators such as attendance, suspension, drop-out, and graduation rates; attaining IEP objectives; job preparation skills; independent living skills; social attitudes and behaviors; and, school and community integration. Another study objective is to investigate the conditions and practices that contribute to positive student outcomes for secondary special education students such as resource allocation, curriculum and programs, instructional practices, staff characteristics, school climate, parent participation and interagency collaboration.

The project should make a contribution at the local, State and national levels. Locally, the study results will provide districts with a model and methods for examining desired student outcomes. On a State level, the study will provide Colorado with an initial data base on student outcomes and program effectiveness in a selected sample of high school settings, and a data base of exemplary practices and improvement strategies whose impact can be assessed through longitudinal follow-up. The study will contribute to the consistency of state agency evaluation methods that are outcome and indicator based.

Current Service Delivery Arrangements for Students Experiencing Educational Difficulties at the Elementary Level (Minnesota)

The evaluation will describe services and programs provided to children in regular and special education settings. It will also assess the impact of variations in service delivery and organizational support systems on special education. Data generated by the study will provide a framework for defining reasonable expectations for service delivery in regular education as well as standards for conformance with the provision in the Act that children with handicaps be educated within the least restrictive environment.

The Effects of Four Service Delivery Models Which Respond to the Regular Education Initiative (North Carolina)

The efficacy of four service delivery models will be determined in terms of the effects upon (1) students (grade 1-5 academic and behavioral change), (2) teachers (preference and perceived skills to serve above average, average and handicapped students), and (3) the fiscal structure of local school units. Data from this study will be analyzed to examine relationships among student attributes, teachers' preference to serve, and teachers' perceived abilities to serve students with different attributes.

Documentation of the Status and Experiences of Secondary Students Who Have Exited Special Education Programs, and Analysis of the Relationship Between Secondary Programming and Postsecondary Outcomes (Kentucky)

The study is investigating the types of special education programs in which former students participated; the extent of vocational training; the transition planning process; the interaction between the students, families, community agencies and services at the transition point; and the extent of community-based instruction provided during the secondary program. The results of this study will provide State and local decision makers with the needed data to improve secondary programming and to plan more accurately for the needs of these youth as they enter the community. Data on the current status of individuals who have exited special education programs will be compared with a variety of community variables, including current economic conditions and employment possibilities, available transportation systems, adult service providers and programs in the community, and types of housing available.

Assessing Program Effectiveness and Impact of Cross-categorical Service Delivery Models With Respect to Student Achievement and Adjustment, Teacher and Other Variables (Kansas)

This study will compare programs serving students with the same handicap to programs serving students with different handicaps. Although some information will be collected for students with handicaps that occur less frequently, most will pertain to students with learning disabilities, mental retardation, or emotional disturbance. Information on the results of this study will also be used to assess the preparedness of teachers serving in categorical and cross-categorical programs respectively, and, as appropriate, recommend changes in State regulations and certification requirements.

Assessing the Usefulness of the State's Mandatory Mastery Test for Statewide Evaluation of Special Education Programs for Handicapped Students in Public Schools (Connecticut)

The study will establish suitable performance criteria and standards for assessing special education students and measuring student progress over time. It will assess the feasibility of implementing an out-of-level version of the mastery test for some special education students. The evaluation will also explore the usefulness of the Connecticut Mastery Test for prereferral screening and academic prescription for mildly handicapped special education students. Use of the State mastery test to measure the progress of students with handicaps over time and to implement out-of-level testing for some students will provide statewide data about the progress of special education students on academic outcomes.

The study will provide information about the procedures, manpower, time and cost for use of the mastery test for statewide evaluation, and information about special education students performance in relation to established test standards for all students. It is anticipated that the study will establish standards for improved programming for special education students at the district and State level.

A Follow-up Study of a Sample of Special Education Students Who Completed or Exited School (Maryland)

The study will investigate post-school status in terms of living arrangements, employment, job satisfaction, and social adjustment. The most important outcome of the proposed study is the potential to obtain employment and independent living information on a substantial number of special education students over an extended period of time. The opportunity to track changes in employment and living status among former special education students will provide valuable data regarding post-school adjustment of students with disabilities. Student follow-up data will be used to assess the effectiveness of existing vocational and transition programs.

Comparisons and Single-State Findings From the State Agency/Federal Evaluation Studies Program

Prereferral Interventions: Individual Study Findings and Commonalities

Four of the evaluation studies funded by the State Agency/Federal Evaluation Studies Program obtained data on prereferral interventions. These classroom-based interventions have been of particular interest to State policy makers as a cost control measure and a means of avoiding the inappropriate assignment of services. These four studies were carried out by the California State Department of Education (initiated FY 1984); the Kansas State Department of Education (initiated FY 1985); the New York State Department of Education (initiated FY 1985); and the North Carolina State Department of Education (initiated FY 1985). The evaluation studies in these four SEAs were diverse in the focus of their research questions, the methodology employed, and the scope of work. However, several important commonalities have emerged. This section briefly describes each of these four studies and highlights the commonalities that can be drawn from study findings.

1. *Existing student study team processes in selected volunteer special education local plan areas, school districts, and schools in California: A descriptive evaluation.*

The California SEA prereferral project describes the characteristics of pupils brought to the attention of student study teams and the instructional modifications and interventions provided those students. A cooperative case study approach was used by project staff in 29 volunteer elementary, intermediate, and high schools in 22 school districts within nine Special Education Local Plan Areas throughout California. Project staff analyzed a total of 230 surveys, 26 logs, and 194 student record forms. (A report of study findings appeared in the *Ninth Annual Report to Congress*, 1987.) The study found:

- Although the time period for data collection was short and one-third of the modifications or interventions attempted could not be assessed, participant schools reported over 40 percent of the modifications/interventions that the student study team recommended did have some identifiable success. Less than 2 percent of the modifications/interventions were reported as clearly unsuccessful.

- The most frequent purpose of the student study team process was coordination of delivery of services, serving regular education students with learning problems, and referring students to other programs if necessary.

- *General academic performance* was the most frequently occurring student problem characteristic. *Social/emotional adjustment* and *academic behavior* occurred second most frequently.

- The most common recommendation made by the student study teams in participating schools was a recommendation for *outside resources intervention*, which incorporated all persons or programs outside the regular or special education classroom.

  For example, persons with specialized knowledge and experience, such as resource specialists, speech teachers, and school psychologists, were often requested to observe the student and provide materials or suggestions to the classroom teacher who was responsible for implementing them.

- The study arrived at no single definition of the student study team process. School staff had tailored their processes to fit their schools, the resources available, and the need of their staff and students.

2. *Evaluation of identification and preassessment procedures in Kansas.*

The Kansas SEA assessed the effectiveness of new State guidelines for determining eligibility and placement of students with learning disabilities, behavioral disorders, and speech/language handicaps. The study also evaluated the effectiveness of preassessment procedures that have recently been mandated by State regulations. Nine sites, representing approximately 15 percent of the local education agencies (LEAs) in the State participated in the study. Data were collected through examination of 254 records of students recently referred and 268 interviews with school personnel (directors of special education, special eduction instructional staff, related services personnel, regular education instructional staff, and regular education administrators). The study found:

- There was wide variability in the way different LEAs carried out preassessment.
- Three critical factors differentiated successful from unsuccessful preassessment. They were: accurately describing the student's problem; using direct, appropriate interventions; and evaluating the outcome of the interventions.
- Districts where preassessment was being effectively implemented had a much lower rate of referral to comprehensive evaluation than districts where preassessments were not functioning successfully. In districts with effective preassessment, only about 50 percent of the students were referred for a comprehensive evaluation. In contrast, where critical factors were missing from the preassessment process, the referral rate ranged from 80 to 100 percent.
- Interviewees frequently emphasized the need for resources to provide services for students referred to but ultimately not placed in special education.

3. *The effects of New York State's instructional program options, support services, and procedures used prior to referral for special education and upon declassification from special education.*

The State of New York wanted to know if the rapid increase in numbers of students identified as handicapped had to do with the availability of certain program options and support services within special education. The State Education Department suspected that this rise, as well as the length of stay of such students in special education programs, was at least partially due to a lack of program options and services within regular education.

The study compared 12 local school districts with high rates of referral with 12 districts with low rates. In addition, 12 New York City schools with high and low referral rates were also studied. The study developed a detailed catalog of all programs and support services relevant to addressing learning difficulties, which was used in surveys, onsite interviews, and case studies. Personnel were asked what types of programs and services were used or not used, and why. (A report of study findings appeared in the *Tenth Annual Report to Congress*, 1988.) The study found:

- Teachers in the high-referral-rate schools chose to refer student over 50 percent more frequently than teachers in low-referral-rate schools. No relationship was found between the availability of program options and the rate at which pupils were referred. The referral rate appears to be much more a function of the amount and type of intervention techniques employed in the regular classroom.

- Teachers in low-referral schools used a much broader repertoire of classroom intervention methods and employed more than twice as many intervention options and services prior to referral than their counterparts in high-referral schools.

- Teachers in low-referral schools took a more active role in dealing with student learning problems, and tended to consult a greater number of other professionals more frequently.

4. *The effectiveness of the North Carolina prereferral and intervention model in terms of cost, time, referral appropriateness, and impact of training models.*

North Carolina sought to determine if the two-tier prereferral process for behaviorally/emotionally handicapped students it established in 1985 was more efficient than the previous system in terms of referring students in need of special education as quickly as possible, screening out those who should not be referred, and minimizing assessment costs. Twenty-four schools provided data on 297 referrals. (A report on the study appeared in the *Tenth Annual Report to Congress*, 1988.) The study found:

- Teachers and students received assistance within fewer school days through the prereferral procedure than through the direct referral procedure.

- The prereferral procedure cost less in personnel time than the direct referral system.

- The two-tier process helped filter out students who might be inappropriately referred for special education assessment.

o Teachers who were trained in intervention strategies used a greater repertoire of tools in the prereferral process. Trained teachers tended to use these strategies at the upper grade levels much more frequently than untrained teachers who tended to view the tools as more appropriate for the K through 6 level.

Several common findings that emerged from these four studies are worth noting:

- **Prereferral procedures result in decreased testing rates.** In the three States that collected data evaluating the effect on various special education practice rates, it was found that there was a consistent decline in the numbers of students tested (California, Kansas, and North Carolina).

- **Direct instructional interventions are most effective.** Interventions that are direct as well as specific academic or behavioral interventions (as opposed to vague interventions that do not directly address the referral concern) were most effective (Kansas and New York).

- **It is important to systematically evaluate the outcome of prereferral interventions, although this is rarely done.** The three States that addressed this issue found that when prereferral interventions were conducted, their effectiveness was often not evaluated, especially in schools where procedures were judged ineffective (California, Kansas, and New York). When prereferral interventions were effective, procedures to follow-up and evaluate the effectiveness of the interventions attempted were in place (Kansas and New York).

- **It is important to provide the necessary resources for classroom-based interventions.** Three studies determined that the availability of support systems, such as personnel to assist with intervention design and implementation, and personnel and programs to provide interventions, increased the effectiveness of prereferral interventions (California, Kansas, and New York).

- **Collaboration and sharing is important to support prereferral interventions.** Three studies highlighted the importance of providing prereferral intervention assistance in a collaborative way to classroom teachers, rather than having special education experts prescribe interventions for classroom teachers to carry out (California, Kansas, and New York).

The results of these four investigations, in conjunction with other research, provide sufficient support to promote broader implementation and systematic evaluation of prereferral intervention programs. The need to improve and support classroom-based interventions is increasing. Questions of policy and practice remain, however, such as:

- What funding alternatives can be used to support the implementation of prereferral interventions in the regular classroom?
- What level of training is necessary to adequately support prereferral intervention programs?
- What effect does implementing a prereferral intervention program have on the roles and activities of personnel?

Single-Study Findings

This section highlights the findings of four additional studies, carried out in Texas, North Carolina, and Maryland.

1. Pre-screening procedures (Texas).

The impact of prereferral strategies on identification practices is further documented by the findings of the Texas Education Agency's study, *The Effectiveness of Procedures Used to Screen Students Before Their Referral to Special Education.* The study examined the benefits of adding a student rating scale to existing methods of identifying learning disabled students. The referring teacher completed the student rating scale as a screening instrument and diagnosticians reviewed it prior to diagnostic testing. The project concluded that the rating scale was effective in pinpointing specific student deficits and strengths, information useful for teachers and diagnosticians. Percentages of students referred and found eligible for services were somewhat lower in school districts in which a rating scale was distributed at the time of a second, third, or fifth grade referral. This process helped assessment team members focus their attention on specific areas of concern. Asking professionals to provide detailed information about students early in the process improved the referral process.

2. Behavioral interventions (North Carolina).

The North Carolina Department of Education evaluated the effectiveness of a *Guide to Curriculum Development in Teaching New Behaviors.* The study compared the behavioral development of behaviorally/emotionally handicapped students who received instruction in new behaviors against a group that did not participate in the new behavior program. Both groups of students were evaluated on the basis of the State's scale for measuring the intensity, frequency, and duration of inappropriate behaviors. The study found:

- Behavioral improvement for the group that was taught new behaviors was significantly greater than that of the control group. The rate of transfer (independent adoption of an appropriate behavior in place of a targeted inappropriate behavior) was 6.5 times higher for the experimental group. Only 6 percent of the control group reached successful transfer during the test cycles, compared with 39 percent of the experimental sample.

- Many of the service providers who implemented the instruction believed that the instructional time required to implement the system was worth the effort, that time spent was offset by the time saved as a result of no longer needing to manage inappropriate behaviors in the classroom or other school settings.

- The most frequently identified barriers to instruction in behavior included absenteeism (teacher or student), home situations, and problems with medication.

3. Secondary program options (Maryland).

The Maryland State Department of Education investigated the effectiveness of program options offered to handicapped students that enhanced their performance on the Maryland Functional Reading Test (MFRT). The study's scope of work included: the documentation of effective program options available to secondary handicapped students who received all or most of their education within regular education; and the identification of schoolwide program and individual student characteristics that relate to passing the MFRT. Sources of data included the existing State data base, student files, and responses to questionnaires by regular and special education teachers.

The study suggests that:

Overall Trends:

- The handicapped students' performance on the Maryland Functional Reading Test has consistently improved over the years that these students have been included in the testing program.

Student Programs:

- In general, middle school programs show an apparent separation of regular and special education, with little communication, team teaching, or coordination between the two programs. In terms of instructional strategies, regular educators use fewer instructional strategies than special education teachers. Both groups use print materials almost exclusively.

- Several areas addressed only in the individual program surveys indicated that parents are very involved in their children's programs. Over three-fourths of parents actively participated in the development of their child's IEP and teachers indicated that the parents of about two-thirds of the students had tutored the students at home.

- Almost 90 percent of the students in the sample received at least a fourth of their MFRT preparation instruction in special education. This indicates that a large portion of the special education program, at least in the early part of the year, is devoted to test preparation. However, only about 20 percent of the students had special education programs that focused solely on preparing them to take the minimum competency tests.

- In general, the results of the schoolwide and individual program surveys indicate that outside of special education classes, there are few special provisions or special programs currently in place to prepare handicapped students to take the MFRT. There does not seem to be a need for system-wide program additions within special education that address the functional reading test. Despite this, special education teachers do devote substantial time to preparing their students to take the competency tests, primarily using drill and practice and standard study guides and checklists.

4. *Preschool evaluation (Maryland).*

The Maryland State Department of Education funded the Montgomery County Public Schools to develop a model for evaluating programs for preschoolers with handicaps and to establish a longitudinal data base. Funding through the State Agency/Federal Evaluation Studies Program enabled that project to collect additional cycles of data to add to the longitudinal data base. With these data, the Maryland SEA addressed the following major issues: What are the short term program effects of preschool special education on the children's development? What are the long term patterns of development for children who received preschool special education? How does participation in preschool special education effect the handicapped child's family? How satisfied are parents with preschool special education services?

The study sample consisted of 646 children aged five years old or younger who were newly identified for placement in special education in Montgomery County. The developmental skills for each child were assessed at the time of placement in special education and at the end of each school year using the Batelle Developmental Inventory. The study found:

- Significant benefits accrued to children receiving preschool special education services. Preschool services appear to produce greatest benefits to children at younger ages, particularly among children with multiple handicaps.

- These benefits and their relationship with the child's age vary, however, across different developmental areas and across handicapping conditions. Examples are:

  -- The language impaired group almost doubled its short-term growth rates in the adaptive and personal-social areas over what would have been expected without preschool services. This group also showed short-term program benefits in all other areas measured, although to a lesser degree. The younger children showed more program benefits in language areas than did the older children.

  -- The multiple impaired group showed significantly increased short-term growth rates due to the special preschool programs in the cognitive, adaptive, and language areas. Younger children tended to show greater program benefits than older children across the board. Some evidence suggests that some children with multiple impairments were able to use strengths in the cognitive and adaptive areas to help them get more benefit from the programs in other development areas.

  -- The speech impaired group showed short-term program benefits in the cognitive domain, and younger children in this group showed the most positive effects.

  -- Short-term program effects could not be determined for the visually nor the hearing impaired groups since too few children were available in these groups.

- Results from parent interviews were also very encouraging. Parents highly endorsed the quality of the preschool services their children received. In addition, about one-half of the families reported improved family relationship, better communication, and better understanding of their children following placement in special education. The most frequently cited parental complaint was the lack of more services.

Impact of the Program at the State Level

What has occurred at the State and local level as a result of the State agency's participation in the program? The State/Federal Evaluation Studies program fosters a relationship among the Federal, State, and local agencies that enables the generation of usable information when State and local participants are actively invested and participate in carrying out the evaluation activity. The latitude in shaping the program area or issue for evaluation encourages this sense of investment. An additional essential component is that the local agencies become stakeholders in the study, and frequently support the effort by gathering and providing data. Through this collaborative relationship, State and local evaluators can discover firsthand what is occurring within their own educational system. Participation itself generates interest throughout the State in the information gathered through these studies. Local education agencies are asking State agency administrators not only for study findings, but also for feedback on their performance in relation to other local agencies.

Participation in the program has also raised State agency awareness of the importance of evaluation for assessing and improving programs and services. As a result of its participation in the State/Federal program, the Washington SEA plans to explore the establishment of a State-level cooperative studies program for local district evaluation.

Participation in the program has also influenced improvements in State-level service delivery. In some instances, study results have influenced programs for students with special needs. For example, the New York State prereferral study influenced the State legislature to allocate funds to local districts for the provision of regular education support services for students with special learning needs. The State has also has enacted legislation that allows districts to use State funds for the hiring of consultant teachers to provide support to regular class teachers.

Technical Assistance to State Educational Agencies Participating in the State Agency/Federal Evaluation Studies Program

Section 618(d)(3) of P.L. 98-199, The Education of the Handicapped Act Amendments of 1983, authorizes technical assistance to State agencies participating in the State Agency/Federal Evaluation Studies Program. Technical assistance is provided in the implementation of study design, analysis, and reporting of studies to assess the impact and effectiveness of programs assisted under the Act. OSEP awarded a five-year contract in October 1987 to Decision Resources Corporation. Technical assistance is provided to the participating SEAs to help them focus research questions, redesign study samples that were no longer available, and analyze and interpret data. As a result, SEAs have obtained findings that have been used to revise existing policy, shape new policy, validate programs, and provide direction for program improvement.

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APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B BY AGE GROUP

DURING SCHOOL YEAR 1987-88

	AGE GROUP						
STATE	0-21	0-2	3-5	6-11	12-17	6-17	18-21
ALABAMA	95,130	0	6,994	37,563	41,341	78,904	9,232
ALASKA	12,845	390	1,528	6,119	4,274	10,393	534
ARIZONA	54,018	384	3,090	26,350	21,756	48,106	2,518
ARKANSAS	47,031	445	3,293	20,488	20,658	41,146	2,147
CALIFORNIA	410,175	118	29,261	204,767	158,255	363,022	17,774
COLORADO	52,042	613	3,276	24,594	21,234	45,828	2,325
CONNECTICUT	64,441	479	5,086	28,767	26,656	55,423	3,453
DELAWARE	14,623	212	1,369	6,678	5,494	12,172	870
DISTRICT OF COLUMBIA	7,161	0	590	2,948	3,014	5,962	609
FLORIDA	194,200	1,107	12,362	101,986	71,753	173,739	6,992
GEORGIA	92,957	241	5,760	46,043	37,498	83,541	3,415
HAWAII	11,835	0	640	5,469	5,310	10,779	416
IDAHO	19,136	30	1,027	10,319	6,342	16,661	1,418
ILLINOIS	250,704	0	24,678	117,743	96,967	214,710	11,316
INDIANA	107,682	1,436	7,253	58,004	36,755	94,759	4,234
IOWA	56,415	2	5,090	25,559	22,766	48,325	2,998
KANSAS	42,930	231	3,542	22,579	15,169	37,748	1,409
KENTUCKY	76,573	548	7,873	37,372	27,485	64,857	3,295
LOUISIANA	68,702	776	5,651	30,412	27,598	58,010	4,345
MAINE	28,193	1	2,894	13,001	11,015	24,016	1,282
MARYLAND	89,892	5	6,194	41,419	36,668	78,087	5,606
MASSACHUSETTS	145,681	4,162	9,790	58,641	65,979	124,620	7,109
MICHIGAN	161,120	516	13,504	72,189	65,348	137,537	9,571
MINNESOTA	82,967	2	8,943	37,729	33,060	70,789	3,233
MISSISSIPPI	58,589	69	5,013	27,175	23,415	50,590	2,917
MISSOURI	99,721	0	4,929	51,049	39,564	90,613	4,179
MONTANA	15,343	189	1,607	7,785	5,209	12,994	553
NEBRASKA	30,450	1	2,674	15,609	10,886	26,495	1,280
NEVADA	15,122	222	1,198	7,256	5,838	13,094	608
NEW HAMPSHIRE	16,755	0	1,184	7,207	7,598	14,805	766
NEW JERSEY	172,829	1,961	13,536	85,020	64,482	149,502	7,830
NEW MEXICO	31,265	17	1,298	15,545	13,129	28,674	1,276
NEW YORK	288,363	4,027	18,120	112,978	134,028	247,006	19,210
NORTH CAROLINA	109,276	49	6,720	54,379	42,670	97,049	5,458
NORTH DAKOTA	12,483	196	1,221	6,203	4,293	10,496	570
OHIO	198,240	0	8,078	98,913	80,677	179,590	10,572
OKLAHOMA	63,735	0	5,415	32,917	23,091	56,008	2,312
OREGON	48,382	403	2,637	24,711	18,486	43,197	2,145
PENNSYLVANIA	208,518	3,247	15,248	96,703	81,536	178,239	11,784
PUERTO RICO	37,694	3	2,931	12,816	17,652	30,468	4,292
RHODE ISLAND	19,855	351	1,518	8,942	8,204	17,146	840
SOUTH CAROLINA	74,968	0	6,993	36,941	27,586	64,527	3,448
SOUTH DAKOTA	14,420	3	1,875	7,208	4,657	11,865	677
TENNESSEE	98,289	53	6,593	48,343	38,159	86,502	5,141
TEXAS	311,459	2,986	22,823	145,358	124,757	270,115	15,535
UTAH	44,824	748	2,485	26,416	14,114	40,530	1,061
VERMONT	11,930	98	1,121	5,933	4,287	10,220	491
VIRGINIA	105,641	104	9,093	49,963	41,132	91,095	5,349
WASHINGTON	73,613	1,479	7,665	35,177	26,448	61,625	2,844
WEST VIRGINIA	46,422	491	3,148	21,540	18,401	39,941	2,842
WISCONSIN	77,968	1,114	9,795	32,018	31,134	63,152	3,907
WYOMING	10,894	270	1,240	5,283	3,627	8,910	474
AMERICAN SAMOA	248	0	28	120	88	208	12
GUAM	1,883	29	174	571	919	1,490	190
NORTHERN MARIANAS	804	0	173	340	185	525	106
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,445	0	119	545	642	1,187	139
BUR. OF INDIAN AFFAIRS	6,311	-	644	2,912	2,407	5,319	348
U.S. & INSULAR AREAS	4,494,280	29,728	336,984	2,120,615	1,781,696	3,902,311	225,257
50 STATES, D.C. & P.R.	4,483,589	29,699	335,846	2,116,127	1,777,455	3,893,582	224,462

DATA AS OF OCTOBER 1, 1988.

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TABLE AA2

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ECIA (SOP)	EHA-B AND CHAPTER 1 OF ECIA
ALABAMA	94,468	662	95,130
ALASKA	9,641	3,204	12,845
ARIZONA	52,725	1,293	54,018
ARKANSAS	43,655	3,376	47,031
CALIFORNIA	407,842	2,333	410,175
COLORADO	47,652	4,390	52,042
CONNECTICUT	60,987	3,454	64,441
DELAWARE	10,973	3,650	14,623
DISTRICT OF COLUMBIA	2,750	4,411	7,161
FLORIDA	185,972	8,228	194,200
GEORGIA	90,031	2,926	92,957
HAWAII	11,375	460	11,835
IDAHO	18,861	275	19,136
ILLINOIS	210,502	40,202	250,704
INDIANA	98,839	8,843	107,682
IOWA	55,998	417	56,415
KANSAS	40,807	2,123	42,930
KENTUCKY	73,221	3,352	76,573
LOUISIANA	64,390	4,392	68,782
MAINE	27,076	1,117	28,193
MARYLAND	88,156	1,736	89,892
MASSACHUSETTS	129,379	16,302	145,681
MICHIGAN	148,841	12,287	161,128
MINNESOTA	82,478	489	82,967
MISSISSIPPI	57,631	958	58,589
MISSOURI	97,276	2,445	99,721
MONTANA	14,745	598	15,343
NEBRASKA	30,206	244	30,450
NEVADA	14,524	598	15,122
NEW HAMPSHIRE	15,674	1,081	16,755
NEW JERSEY	167,255	5,574	172,829
NEW MEXICO	30,906	359	31,265
NEW YORK	244,294	44,069	288,363
NORTH CAROLINA	106,414	2,862	109,276
NORTH DAKOTA	11,836	647	12,483
OHIO	190,915	7,325	198,240
OKLAHOMA	62,639	1,096	63,735
OREGON	42,173	6,209	48,382
PENNSYLVANIA	186,627	21,891	208,518
PUERTO RICO	36,613	1,081	37,694
RHODE ISLAND	18,974	881	19,855
SOUTH CAROLINA	74,108	860	74,968
SOUTH DAKOTA	13,916	504	14,420
TENNESSEE	97,047	1,242	98,289
TEXAS	300,220	11,239	311,459
UTAH	42,624	2,200	44,824
VERMONT	9,341	2,589	11,930
VIRGINIA	103,920	1,721	105,641
WASHINGTON	69,651	3,962	73,613
WEST VIRGINIA	44,643	1,779	46,422
WISCONSIN	75,144	2,824	77,968
WYOMING	9,659	1,235	10,894
AMERICAN SAMOA	183	65	248
GUAM	1,511	372	1,883
NORTHERN MARIANAS	383	421	804
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	1,281	164	1,445
BUR. OF INDIAN AFFAIRS	6,311	-	6,311
U.S. & INSULAR AREAS	4,235,263	259,017	4,494,280
50 STATES, D.C. & P.R.	4,225,594	257,995	4,483,589

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988.

(REQUEST.SMACLIB(C4C9NO1A))

TABLE AA3

NUMBER OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ECIA (SOP)	EHA-B AND CHAPTER 1 OF ECIA
ALABAMA	87,481	655	88,136
ALASKA	8,660	2,267	10,927
ARIZONA	49,980	644	50,624
ARKANSAS	41,121	2,172	43,293
CALIFORNIA	378,704	2,092	380,796
COLORADO	45,526	2,627	48,153
CONNECTICUT	56,194	2,682	58,876
DELAWARE	10,151	2,891	13,042
DISTRICT OF COLUMBIA	2,352	4,219	6,571
FLORIDA	175,485	5,246	180,731
GEORGIA	85,050	1,906	86,956
HAWAII	10,754	441	11,195
IDAHO	17,887	192	18,079
ILLINOIS	190,538	35,488	226,026
INDIANA	93,793	5,200	98,993
IOWA	50,926	397	51,323
KANSAS	37,952	1,205	39,157
KENTUCKY	66,360	1,792	68,152
LOUISIANA	59,228	3,127	62,355
MAINE	24,211	1,087	25,298
MARYLAND	82,006	1,687	83,693
MASSACHUSETTS	121,345	10,384	131,729
MICHIGAN	136,573	10,535	147,108
MINNESOTA	73,544	478	74,022
MISSISSIPPI	52,777	730	53,507
MISSOURI	92,440	2,352	94,792
MONTANA	13,325	222	13,547
NEBRASKA	27,540	235	27,775
NEVADA	13,653	49	13,702
NEW HAMPSHIRE	14,556	1,015	15,571
NEW JERSEY	154,160	3,172	157,332
NEW MEXICO	29,638	312	29,950
NEW YORK	241,029	25,187	266,216
NORTH CAROLINA	99,732	2,775	102,507
NORTH DAKOTA	10,815	251	11,066
OHIO	183,556	6,606	190,162
OKLAHOMA	57,251	1,069	58,320
OREGON	40,876	4,466	45,342
PENNSYLVANIA	177,094	12,929	190,023
PUERTO RICO	33,726	1,034	34,760
RHODE ISLAND	17,584	402	17,986
SOUTH CAROLINA	67,135	840	67,975
SOUTH DAKOTA	12,072	470	12,542
TENNESSEE	90,499	1,144	91,643
TEXAS	279,231	6,419	285,650
UTAH	40,466	1,125	41,591
VERMONT	8,841	1,870	10,711
VIRGINIA	94,933	1,511	96,444
WASHINGTON	62,392	2,077	64,469
WEST VIRGINIA	41,894	889	42,783
WISCONSIN	65,873	1,186	67,059
WYOMING	9,242	142	9,384
AMERICAN SAMOA	163	57	220
GUAM	1,398	282	1,680
NORTHERN MARIANAS	210	421	631
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	1,215	111	1,326
BUR. OF INDIAN AFFAIRS	5,667	-	5,667
U.S. & INSULAR AREAS	3,946,804	180,764	4,127,568
50 STATES, D.C. & P.R.	3,938,151	179,893	4,118,044

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988.

(REQUEST.SMACLIB(C4C9NO1A))

TABLE AA4

NUMBER OF CHILDREN 6-21 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	88,136	29,713	18,517	30,172	6,180	952	999	481	662	431	29
ALASKA	10,927	6,809	2,535	410	482	147	291	111	116	26	0
ARIZONA	50,624	28,301	10,354	5,058	3,522	916	1,242	524	355	352	0
ARKANSAS	43,293	22,823	6,745	11,739	415	523	522	141	194	186	5
CALIFORNIA	380,796	225,883	87,088	24,348	10,891	6,679	5,184	6,273	11,961	2,334	155
COLORADO	48,153	23,281	7,737	3,570	8,920	741	2,801	740	0	284	79
CONNECTICUT	58,876	30,642	9,674	3,904	12,198	645	803	228	326	428	28
DELAWARE	13,042	7,224	1,502	1,346	2,254	209	69	228	119	63	28
DISTRICT OF COLUMBIA	6,571	3,116	1,145	1,126	781	48	164	71	89	18	13
FLORIDA	180,731	75,546	53,818	23,932	20,883	1,563	0	1,932	2,289	736	32
GEORGIA	86,956	25,482	18,712	23,418	16,652	1,254	0	695	258	450	35
HAWAII	11,195	6,483	1,964	1,213	655	213	201	299	87	72	8
IDAHO	18,079	10,122	3,232	2,802	517	331	204	329	472	70	0
ILLINOIS	226,026	101,364	57,272	27,176	28,518	3,161	1,998	3,690	1,521	1,257	69
INDIANA	98,993	36,545	34,978	19,911	4,224	1,115	932	604	90	565	37
IOWA	51,323	22,353	9,639	10,654	6,205	717	802	927	2	184	40
KANSAS	39,157	16,748	10,417	5,781	4,257	583	545	387	171	221	47
KENTUCKY	68,152	21,480	22,392	18,373	2,871	802	1,041	421	278	470	24
LOUISIANA	62,355	25,097	18,330	10,571	3,794	1,285	839	833	1,162	432	12
MAINE	25,298	10,449	5,283	3,391	4,164	316	1,013	324	329	102	7
MARYLAND	83,693	44,310	23,594	5,906	3,979	1,179	2,816	558	758	530	63
MASSACHUSETTS	131,729	48,232	28,244	28,531	18,625	1,670	2,800	1,125	1,609	830	63
MICHIGAN	147,108	65,099	32,784	20,180	20,710	2,390	1,536	3,491	157	761	0
MINNESOTA	74,022	35,745	13,975	10,876	10,339	1,268	3	1,894	403	294	25
MISSISSIPPI	53,507	25,932	16,412	9,380	248	470	251	632	0	170	12
MISSOURI	94,792	43,009	25,575	15,678	7,892	822	433	776	266	278	63
MONTANA	13,547	7,560	3,399	1,124	610	190	247	124	156	126	11
NEBRASKA	27,775	12,206	7,308	4,293	2,365	416	386	642	0	159	0
NEVADA	13,702	8,414	2,636	1,019	896	134	314	119	98	67	5
NEW HAMPSHIRE	15,571	9,566	2,490	989	1,531	219	256	135	279	98	8
NEW JERSEY	157,332	77,703	49,983	6,704	14,200	1,301	5,757	674	482	489	39
NEW MEXICO	29,950	13,563	9,531	2,093	3,014	409	633	460	85	136	26
NEW YORK	266,216	153,671	23,975	24,506	44,637	3,775	8,931	1,968	3,270	1,346	57
NORTH CAROLINA	102,507	43,436	22,826	21,581	8,347	1,743	1,306	864	1,807	581	16
NORTH DAKOTA	11,066	5,279	3,421	1,524	457	144	0	96	74	55	16
OHIO	190,162	74,231	49,012	48,757	7,461	2,110	4,034	3,606	0	946	5
OKLAHOMA	58,320	27,250	15,946	11,198	1,334	674	1,230	271	141	245	31
OREGON	45,342	24,541	11,407	3,614	2,543	937	0	1,079	868	335	18
PENNSYLVANIA	190,023	78,687	52,248	35,684	17,534	2,969	0	1,568	0	1,328	5
PUERTO RICO	34,760	9,372	1,345	17,795	1,092	1,143	1,924	552	774	663	100
RHODE ISLAND	17,986	12,183	2,772	1,028	1,367	170	58	158	181	65	4
SOUTH CAROLINA	67,975	25,962	17,050	16,156	6,221	940	402	704	137	395	8
SOUTH DAKOTA	12,542	5,517	3,824	1,570	600	311	390	169	83	53	25
TENNESSEE	91,643	43,471	25,406	14,380	2,297	1,316	1,351	885	1,740	776	21
TEXAS	285,650	160,751	56,253	25,414	22,655	3,908	3,554	3,487	7,810	1,749	69
UTAH	41,591	17,284	8,169	3,306	10,134	590	1,306	239	303	233	27
VERMONT	10,711	4,890	2,942	1,659	633	178	136	102	121	39	11
VIRGINIA	96,444	48,331	23,199	13,132	7,536	1,105	1,393	620	486	635	7
WASHINGTON	64,469	33,945	11,823	7,541	4,084	1,322	1,800	888	2,780	256	30
WEST VIRGINIA	42,783	19,546	10,577	9,055	2,466	403	1	396	88	234	17
WISCONSIN	67,059	23,017	12,257	5,146	9,708	193	15,930	416	168	213	11
WYOMING	9,384	5,090	2,455	652	500	208	69	144	217	46	3
AMERICAN SAMOA	220	0	95	101	0	13	5	1	1	2	2
GUAM	1,680	755	144	580	42	23	86	24	9	11	6
NORTHERN MARIANAS	631	108	220	88	2	29	76	79	9	6	14
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,326	276	222	658	76	27	35	4	7	15	6
BUR. OF INDIAN AFFAIRS	5,667	3,338	1,375	415	212	38	233	21	17	18	0
U.S. & INSULAR AREAS	4,127,568	1,941,731	956,140	601,288	374,730	56,937	79,132	47,409	45,865	22,864	1,472
50 STATES, D.C. & P.R.	4,118,044	1,937,254	954,084	599,446	374,398	56,807	78,697	47,280	45,822	22,812	1,444

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY AGE GROUP

DURING SCHOOL YEAR 1987-88

STATE	AGE GROUP 0-20	 0-2	 3-5	 6-11	 12-17	 6-17	 18-20
ALABAMA	662	0	7	129	380	509	146
ALASKA	3,204	390	547	1,265	885	2,150	117
ARIZONA	1,293	304	345	339	235	574	70
ARKANSAS	3,376	445	759	1,026	857	1,883	289
CALIFORNIA	2,333	118	123	429	1,120	1,549	543
COLORADO	4,390	613	1,150	1,348	913	2,261	366
CONNECTICUT	3,454	479	293	525	1,869	2,394	288
DELAWARE	3,650	212	547	1,267	1,279	2,546	345
DISTRICT OF COLUMBIA	4,411	0	192	1,646	2,193	3,839	380
FLORIDA	8,228	1,107	1,875	2,281	2,371	4,652	594
GEORGIA	2,926	241	779	898	730	1,628	278
HAWAII	460	0	19	112	242	354	87
IDAHO	275	30	53	49	120	169	23
ILLINOIS	40,202	0	4,714	13,699	18,059	31,758	3,730
INDIANA	8,843	1,436	2,207	2,389	1,866	4,255	945
IOWA	417	2	18	99	213	312	85
KANSAS	2,123	231	687	580	495	1,075	130
KENTUCKY	3,352	548	1,012	853	671	1,524	268
LOUISIANA	4,392	776	489	973	1,466	2,439	688
MAINE	1,117	1	29	256	617	873	214
MARYLAND	1,736	5	44	312	972	1,284	403
MASSACHUSETTS	16,302	4,162	1,756	3,387	5,249	8,636	1,748
MICHIGAN	12,287	516	1,236	3,569	4,910	8,479	2,056
MINNESOTA	489	2	9	81	306	387	91
MISSISSIPPI	958	69	159	235	332	567	163
MISSOURI	2,445	0	93	800	1,021	1,821	531
MONTANA	598	189	187	103	101	204	18
NEBRASKA	244	1	8	50	134	184	51
NEVADA	598	222	327	17	15	32	17
NEW HAMPSHIRE	1,081	0	66	292	559	851	164
NEW JERSEY	5,574	1,961	441	895	1,414	2,309	863
NEW MEXICO	359	17	30	93	169	262	50
NEW YORK	44,069	4,027	14,855	12,160	9,954	22,114	3,073
NORTH CAROLINA	2,862	49	38	564	1,745	2,309	466
NORTH DAKOTA	647	196	200	163	53	216	35
OHIO	7,325	0	719	2,212	2,758	4,970	1,636
OKLAHOMA	1,096	0	27	239	585	824	245
OREGON	6,209	403	1,340	2,001	1,942	3,943	523
PENNSYLVANIA	21,891	3,247	5,715	5,459	5,620	11,079	1,850
PUERTO RICO	1,081	3	44	254	491	745	289
RHODE ISLAND	881	351	128	110	234	344	58
SOUTH CAROLINA	860	0	20	178	422	600	240
SOUTH DAKOTA	504	3	31	152	188	340	130
TENNESSEE	1,242	53	45	385	629	1,014	130
TEXAS	11,239	2,986	1,834	2,524	2,824	5,348	1,071
UTAH	2,200	748	327	668	359	1,027	98
VERMONT	2,589	98	621	866	798	1,664	206
VIRGINIA	1,721	104	106	437	701	1,138	373
WASHINGTON	3,962	1,479	406	912	817	1,729	348
WEST VIRGINIA	1,779	491	399	179	241	420	469
WISCONSIN	2,824	1,114	524	441	525	966	220
WYOMING	1,235	270	823	22	89	111	31
AMERICAN SAMOA	65	0	8	28	21	49	8
GUAM	372	29	61	97	115	212	70
NORTHERN MARIANAS	421	0	0	217	126	343	78
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	164	0	53	21	56	77	34
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	259,017	29,728	48,525	70,286	83,056	153,342	27,422
50 STATES, D.C. & P.R.	257,995	29,699	48,403	69,923	82,738	152,661	27,232

DATA AS OF OCTOBER 1, 1988.

SMACLIB(REPM10B)

TABLE AA6

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	129	0	0	3	0	61	17	0	0	48	0
ALASKA	1,265	612	504	35	19	23	43	13	11	5	0
ARIZONA	339	1	16	31	2	178	53	15	1	42	0
ARKANSAS	1,026	21	90	546	3	109	155	49	18	35	0
CALIFORNIA	429	41	0	155	67	140	0	0	0	21	5
COLORADO	1,348	137	109	346	93	60	498	65	0	18	22
CONNECTICUT	525	38	7	80	86	32	88	1	1	184	8
DELAWARE	1,267	547	0	264	212	75	6	91	37	18	17
DISTRICT OF COLUMBIA	1,646	868	99	322	201	6	60	32	42	13	3
FLORIDA	2,281	0	0	1,966	174	114	0	0	0	27	0
GEORGIA	898	20	78	345	195	177	0	20	4	47	12
HAWAII	112	5	1	24	7	0	23	44	3	5	0
IDAHO	49	0	0	10	1	25	9	0	0	4	0
ILLINOIS	13,699	3,733	766	2,880	3,158	840	698	1,042	281	283	18
INDIANA	2,389	118	158	1,318	96	213	268	89	36	91	2
IOWA	99	0	0	34	32	0	2	2	2	16	11
KANSAS	580	42	112	126	79	82	77	26	7	23	6
KENTUCKY	853	18	79	303	53	145	163	32	14	46	0
LOUISIANA	973	37	20	393	97	127	173	76	20	27	3
MAINE	256	7	11	66	85	16	59	7	1	1	3
MARYLAND	312	9	2	24	35	119	41	9	3	53	17
MASSACHUSETTS	3,387	1,253	762	711	467	41	67	27	41	17	1
MICHIGAN	3,569	2	5	2,004	830	38	665	0	21	4	0
MINNESOTA	81	1	0	11	18	44	1	0	1	2	3
MISSISSIPPI	235	2	54	48	0	62	27	16	0	25	1
MISSOURI	800	0	0	719	10	53	7	0	0	10	1
MONTANA	103	1	3	2	0	33	17	1	0	45	1
NEBRASKA	50	0	0	8	13	15	4	0	0	10	0
NEVADA	17	0	0	11	0	0	6	0	0	0	0
NEW HAMPSHIRE	292	14	26	28	9	85	63	12	15	35	5
NEW JERSEY	895	24	2	425	20	73	134	33	13	156	15
NEW MEXICO	93	0	0	0	23	36	20	0	0	12	2
NEW YORK	12,160	1,573	2,874	1,705	2,083	813	1,958	570	456	125	3
NORTH CAROLINA	564	4	1	109	64	222	116	5	9	29	5
NORTH DAKOTA	163	2	14	78	0	24	0	21	3	13	8
OHIO	2,212	0	0	2,124	37	19	0	0	0	32	0
OKLAHOMA	239	1	1	22	28	78	72	1	0	35	1
OREGON	2,001	78	145	857	172	325	0	219	91	109	5
PENNSYLVANIA	5,459	971	636	2,131	794	347	0	441	0	137	2
PUERTO RICO	254	1	0	147	2	0	35	47	21	1	0
RHODE ISLAND	110	32	1	26	22	3	5	15	1	5	0
SOUTH CAROLINA	178	0	0	71	2	41	48	0	0	16	0
SOUTH DAKOTA	152	0	0	4	44	27	16	44	0	9	8
TENNESSEE	385	15	2	71	129	88	17	0	7	52	4
TEXAS	2,524	61	50	469	22	1,393	247	63	109	90	20
UTAH	668	4	66	107	17	212	128	39	6	87	2
VERMONT	866	47	285	350	42	39	56	27	13	6	1
VIRGINIA	437	8	1	8	59	60	59	2	23	215	2
WASHINGTON	912	35	15	283	46	66	266	82	80	29	10
WEST VIRGINIA	179	4	1	78	21	37	1	5	0	26	6
WISCONSIN	441	14	38	31	25	1	312	6	2	12	0
WYOMING	22	0	0	0	1	5	16	0	0	0	0
AMERICAN SAMOA	28	0	1	19	0	0	4	0	1	2	1
GUAM	97	4	5	21	9	14	24	9	1	7	3
NORTHERN MARIANAS	217	0	103	23	0	8	31	38	4	2	8
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	21	0	0	10	0	0	9	0	0	0	2
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	70,286	10,405	7,143	21,982	9,704	6,844	6,864	3,336	1,399	2,362	247
50 STATES, D.C. & P.R.	69,923	10,401	7,034	21,909	9,695	6,822	6,796	3,289	1,393	2,351	233

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA7

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	380	0	0	21	143	121	27	0	0	55	13
ALASKA	885	721	49	44	27	22	13	4	5	0	0
ARIZONA	235	0	0	12	0	150	31	2	0	40	0
ARKANSAS	857	29	9	538	7	99	86	23	6	60	0
CALIFORNIA	1,120	18	0	340	250	475	0	0	0	31	6
COLORADO	913	28	4	311	177	54	271	18	0	19	31
CONNECTICUT	1,869	1,020	8	126	426	52	47	2	3	180	5
DELAWARE	1,279	408	0	275	366	61	4	88	39	30	8
DISTRICT OF COLUMBIA	2,193	1,161	19	459	416	7	66	25	33	3	4
FLORIDA	2,371	0	0	1,450	554	280	0	0	0	86	1
GEORGIA	730	10	0	218	240	185	0	5	1	58	13
HAWAII	242	21	0	66	53	7	43	38	6	4	4
IDAHO	120	0	0	20	17	60	17	0	0	6	0
ILLINOIS	18,059	3,622	167	3,736	7,621	819	754	844	164	307	25
INDIANA	1,866	89	77	1,031	136	225	147	47	10	102	2
IOWA	213	0	0	34	89	47	1	2	0	32	8
KANSAS	495	3	2	85	160	106	100	0	0	27	12
KENTUCKY	671	8	16	254	100	151	63	4	1	72	2
LOUISIANA	1,466	60	2	625	347	186	112	54	27	53	0
MAINE	617	12	2	127	323	38	102	5	4	4	0
MARYLAND	972	32	7	179	288	155	192	14	7	78	20
MASSACHUSETTS	5,249	1,941	1,180	1,102	724	63	106	42	62	27	2
MICHIGAN	4,910	16	0	2,661	1,611	81	507	0	19	15	0
MINNESOTA	306	5	0	67	123	96	1	0	0	11	3
MISSISSIPPI	332	1	14	154	1	82	24	25	0	24	7
MISSOURI	1,021	0	0	870	25	83	21	0	0	18	4
MONTANA	101	0	2	1	1	37	24	1	0	34	1
NEBRASKA	134	2	0	19	50	29	16	0	0	18	0
NEVADA	15	0	0	7	0	0	8	0	0	0	0
NEW HAMPSHIRE	559	110	23	160	72	68	53	9	16	47	1
NEW JERSEY	1,414	47	0	501	272	129	232	35	26	158	14
NEW MEXICO	169	0	0	10	43	45	43	0	0	22	6
NEW YORK	9,954	797	70	1,345	5,036	641	1,338	311	295	115	6
NORTH CAROLINA	1,745	32	8	596	485	296	200	37	36	51	4
NORTH DAKOTA	53	0	0	29	0	16	0	0	0	2	6
OHIO	2,758	0	0	2,554	65	75	0	0	0	64	0
OKLAHOMA	585	21	0	165	76	107	169	5	0	42	0
OREGON	1,942	50	137	843	176	320	0	215	72	125	4
PENNSYLVANIA	5,620	932	25	1,805	2,147	301	0	248	0	162	0
PUERTO RICO	491	0	0	345	20	0	41	56	24	5	0
RHODE ISLAND	234	55	0	44	106	12	2	8	3	3	1
SOUTH CAROLINA	422	53	0	182	32	64	65	1	0	25	0
SOUTH DAKOTA	188	1	0	33	63	21	29	25	0	10	6
TENNESSEE	629	20	0	103	251	148	19	0	11	72	5
TEXAS	2,824	138	13	811	184	1,267	207	35	48	100	21
UTAH	359	5	1	50	88	95	84	5	0	25	6
VERMONT	798	63	23	538	62	41	49	9	9	3	1
VIRGINIA	701	14	1	26	143	81	154	6	19	255	2
WASHINGTON	817	19	2	289	66	108	243	23	36	28	3
WEST VIRGINIA	241	0	0	98	39	52	0	7	0	39	6
WISCONSIN	525	9	3	53	75	1	343	1	2	38	0
WYOMING	89	0	0	0	36	16	37	0	0	0	0
AMERICAN SAMOA	21	0	0	20	0	0	0	1	0	0	0
GUAM	115	4	0	27	38	7	38	6	0	3	0
NORTHERN MARIANAS	126	0	57	26	1	6	14	17	2	1	2
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	56	1	0	31	12	0	9	0	0	0	3
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	83,056	11,578	1,921	25,516	23,855	7,688	6,152	2,303	986	2,789	268
50 STATES, D.C. & P.R.	82,738	11,573	1,864	25,412	23,812	7,675	6,091	2,279	984	2,785	263

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA8

NUMBER OF CHILDREN 18-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	146	0	0	28	39	41	23	0	0	9	6
ALASKA	117	95	1	12	0	3	6	0	0	0	0
ARIZONA	70	0	1	4	0	32	20	0	0	13	0
ARKANSAS	289	4	0	231	1	20	17	3	1	10	2
CALIFORNIA	543	0	0	326	77	121	0	0	0	11	8
COLORADO	366	1	1	206	22	14	102	1	0	4	15
CONNECTICUT	288	107	1	75	22	19	24	0	1	35	4
DELAWARE	345	25	0	144	111	11	2	28	16	5	3
DISTRICT OF COLUMBIA	380	106	0	159	60	0	30	7	14	0	4
FLORIDA	594	0	0	409	108	59	0	1	0	13	4
GEORGIA	278	0	0	151	23	70	0	0	0	26	8
HAWAII	87	5	0	37	3	13	16	6	3	3	1
IDAHO	23	0	0	17	2	3	0	0	0	1	0
ILLINOIS	3,730	210	15	1,600	991	144	441	214	40	65	10
INDIANA	945	21	6	692	58	29	79	24	14	22	0
IOWA	85	0	0	38	17	18	0	0	0	3	9
KANSAS	130	0	0	30	4	25	55	0	0	5	11
KENTUCKY	268	5	0	174	3	19	40	4	2	21	0
LOUISIANA	688	12	2	426	31	114	65	19	5	14	0
MAINE	214	5	0	81	63	15	48	1	0	1	0
MARYLAND	403	10	1	138	57	38	99	2	3	43	12
MASSACHUSETTS	1,748	537	51	581	351	42	76	32	27	51	0
MICHIGAN	2,056	6	0	1,581	253	22	174	0	10	10	0
MINNESOTA	91	0	0	66	8	12	1	1	1	0	2
MISSISSIPPI	163	0	1	100	0	27	19	8	0	6	2
MISSOURI	531	0	0	483	0	25	17	0	0	2	4
MONTANA	18	0	0	2	0	7	3	0	0	5	1
NEBRASKA	51	1	0	24	9	4	6	0	0	7	0
NEVADA	17	0	0	14	0	0	3	0	0	0	0
NEW HAMPSHIRE	164	28	2	71	13	14	19	6	6	3	2
NEW JERSEY	863	16	0	400	131	53	170	24	21	38	10
NEW MEXICO	50	0	0	5	1	8	25	0	0	6	5
NEW YORK	3,073	171	5	923	836	290	597	60	122	67	2
NORTH CAROLINA	466	7	0	233	10	55	111	8	19	18	5
NORTH DAKOTA	35	0	0	23	1	4	0	1	0	4	2
OHIO	1,636	0	0	1,543	39	34	0	0	0	20	0
OKLAHOMA	245	0	0	100	4	26	99	3	0	12	1
OREGON	523	22	39	230	49	82	0	42	27	30	2
PENNSYLVANIA	1,850	303	5	791	499	122	0	79	0	51	0
PUERTO RICO	289	0	0	246	7	4	14	13	4	1	0
RHODE ISLAND	58	4	0	28	15	3	4	1	0	2	1
SOUTH CAROLINA	240	23	0	139	10	22	30	1	0	15	0
SOUTH DAKOTA	130	0	0	72	10	10	27	3	0	3	5
TENNESSEE	130	0	0	90	6	13	7	0	0	11	3
TEXAS	1,071	27	1	625	21	232	91	10	18	39	7
UTAH	98	0	0	24	20	12	30	0	0	1	11
VERMONT	206	6	3	158	6	11	19	1	0	1	1
VIRGINIA	373	12	0	43	29	50	167	16	9	47	0
WASHINGTON	348	2	0	130	41	35	121	6	5	2	6
WEST VIRGINIA	469	33	4	229	66	40	0	54	18	20	5
WISCONSIN	220	8	0	58	27	0	123	0	0	3	1
WYOMING	31	0	0	0	12	3	16	0	0	0	0
AMERICAN SAMOA	8	0	0	8	0	0	0	0	0	0	0
GUAM	70	0	0	36	3	2	24	0	1	1	3
NORTHERN MARIANAS	78	0	33	21	1	8	6	7	0	1	1
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	34	1	0	18	9	1	4	0	0	0	1
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	27,422	1,813	172	14,073	4,179	2,081	3,070	686	387	781	180
50 STATES, D.C. & P.R.	27,232	1,812	139	13,990	4,166	2,070	3,036	679	386	779	175

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA9

NUMBER OF CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	655	0	0	52	182	223	67	0	0	112	19
ALASKA	2,267	1,428	554	91	46	48	62	17	16	5	0
ARIZONA	644	1	17	47	2	360	104	17	1	95	0
ARKANSAS	2,172	54	99	1,315	11	228	258	75	25	105	2
CALIFORNIA	2,092	59	0	821	394	736	0	0	0	63	19
COLORADO	2,627	166	114	863	292	128	871	84	0	41	68
CONNECTICUT	2,682	1,165	16	281	534	103	159	3	5	399	17
DELAWARE	2,891	980	0	683	689	147	12	207	92	53	28
DISTRICT OF COLUMBIA	4,219	2,135	118	940	677	13	156	64	89	16	11
FLORIDA	5,246	0	0	3,825	836	453	0	1	0	126	5
GEORGIA	1,906	30	78	714	458	432	0	25	5	131	33
HAWAII	441	31	1	127	63	20	82	88	12	12	5
IDAHO	192	0	0	47	20	88	26	0	0	11	0
ILLINOIS	35,488	7,565	948	8,216	11,770	1,803	1,893	2,100	485	655	53
INDIANA	5,200	228	241	3,041	290	467	494	160	60	215	4
IOWA	397	0	0	106	138	65	3	4	2	51	28
KANSAS	1,205	45	114	241	243	213	232	26	7	55	29
KENTUCKY	1,792	31	95	731	156	315	266	40	17	139	2
LOUISIANA	3,127	109	24	1,444	475	427	350	149	52	94	3
MAINE	1,087	24	13	274	471	69	209	13	5	6	3
MARYLAND	1,687	51	10	341	380	312	332	25	13	174	49
MASSACHUSETTS	10,384	3,731	1,993	2,394	1,542	146	249	101	130	95	3
MICHIGAN	10,535	24	5	6,246	2,694	141	1,346	0	50	29	0
MINNESOTA	478	6	0	144	149	152	3	1	2	13	8
MISSISSIPPI	730	3	69	302	1	171	70	49	0	55	10
MISSOURI	2,352	0	0	2,072	35	161	45	0	0	30	9
MONTANA	222	1	5	5	1	77	44	2	0	84	3
NEBRASKA	235	3	0	51	72	48	26	0	0	35	0
NEVADA	49	0	0	32	0	0	17	0	0	0	0
NEW HAMPSHIRE	1,015	152	51	259	94	167	135	27	37	85	8
NEW JERSEY	3,172	87	2	1,326	423	255	536	92	60	352	39
NEW MEXICO	312	0	0	15	67	89	88	0	0	40	13
NEW YORK	25,187	2,541	2,949	3,973	7,955	1,744	3,893	941	873	307	11
NORTH CAROLINA	2,775	43	9	938	559	573	427	50	64	98	14
NORTH DAKOTA	251	2	14	130	1	44	0	22	3	19	16
OHIO	6,606	0	0	6,221	141	128	0	0	0	116	0
OKLAHOMA	1,069	22	1	287	108	211	340	9	0	89	2
OREGON	4,466	150	321	1,930	397	727	0	476	190	264	11
PENNSYLVANIA	12,929	2,206	666	4,727	3,440	770	0	768	0	350	2
PUERTO RICO	1,034	1	0	738	29	4	90	116	49	7	0
RHODE ISLAND	402	91	1	98	143	18	11	24	4	10	2
SOUTH CAROLINA	840	76	0	392	44	127	143	2	0	56	0
SOUTH DAKOTA	470	1	0	109	117	58	72	72	0	22	19
TENNESSEE	1,144	35	2	264	386	249	43	0	18	135	12
TEXAS	6,419	226	64	1,905	227	2,892	545	108	175	229	48
UTAH	1,125	9	67	181	125	319	242	44	6	113	19
VERMONT	1,870	116	311	1,046	110	91	124	37	22	10	3
VIRGINIA	1,511	34	2	77	231	191	380	24	51	517	4
WASHINGTON	2,077	56	17	702	153	209	630	111	121	59	19
WEST VIRGINIA	889	37	5	405	126	129	1	66	18	85	17
WISCONSIN	1,186	31	41	142	127	2	778	7	4	53	1
WYOMING	142	0	0	0	49	24	69	0	0	0	0
AMERICAN SAMOA	57	0	1	47	0	0	4	1	1	2	1
GUAM	202	0	5	84	42	23	86	15	2	11	6
NORTHERN MARIANAS	421	0	193	70	2	22	51	62	6	4	11
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	111	2	0	59	21	1	22	0	0	0	6
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	180,764	23,796	9,236	61,571	37,738	16,613	16,086	6,325	2,772	5,932	695
50 STATES, D.C. & P.R.	179,893	23,786	9,037	61,311	37,673	16,567	15,923	6,247	2,763	5,915	671

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA10

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE GROUP

DURING SCHOOL YEAR 1987-88

	AGE GROUP					
STATE	3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	94,468	6,987	37,434	40,961	78,395	9,086
ALASKA	9,641	981	4,854	3,389	8,243	417
ARIZONA	52,725	2,745	26,011	21,521	47,532	2,448
ARKANSAS	43,655	2,534	19,462	19,801	39,263	1,858
CALIFORNIA	407,842	29,138	204,338	157,135	361,473	17,231
COLORADO	47,652	2,126	23,246	20,321	43,567	1,959
CONNECTICUT	60,987	4,793	28,242	24,787	53,029	3,165
DELAWARE	10,973	822	5,411	4,215	9,626	525
DISTRICT OF COLUMBIA	2,750	398	1,302	821	2,123	229
FLORIDA	185,972	10,487	99,705	69,382	169,087	6,398
GEORGIA	90,031	4,981	45,145	36,768	81,913	3,137
HAWAII	11,375	621	5,357	5,068	10,425	329
IDAHO	18,861	974	10,270	6,222	16,492	1,395
ILLINOIS	210,502	19,964	104,044	78,908	182,952	7,586
INDIANA	98,839	5,046	55,615	34,889	90,504	3,289
IOWA	55,998	5,072	25,460	22,553	48,013	2,913
KANSAS	40,807	2,855	21,999	14,674	36,673	1,279
KENTUCKY	73,221	6,861	36,519	26,814	63,333	3,027
LOUISIANA	64,390	5,162	29,439	26,132	55,571	3,657
MAINE	27,076	2,865	12,745	10,398	23,143	1,068
MARYLAND	88,156	6,150	41,107	35,696	76,803	5,203
MASSACHUSETTS	129,379	8,034	55,254	60,730	115,984	5,361
MICHIGAN	148,841	12,268	68,620	60,438	129,058	7,515
MINNESOTA	82,478	8,934	37,648	32,754	70,402	3,142
MISSISSIPPI	57,631	4,854	26,940	23,083	50,023	2,754
MISSOURI	97,276	4,836	50,249	38,543	88,792	3,648
MONTANA	14,745	1,420	7,682	5,108	12,790	535
NEBRASKA	30,206	2,666	15,559	10,752	26,311	1,229
NEVADA	14,524	871	7,239	5,823	13,062	591
NEW HAMPSHIRE	15,674	1,118	6,915	7,039	13,954	602
NEW JERSEY	167,255	13,095	84,125	63,068	147,193	6,967
NEW MEXICO	30,906	1,268	15,452	12,960	28,412	1,226
NEW YORK	244,294	3,265	100,818	124,074	224,892	16,137
NORTH CAROLINA	106,414	6,682	53,815	40,925	94,740	4,992
NORTH DAKOTA	11,836	1,021	6,040	4,240	10,280	535
OHIO	190,915	7,359	96,701	77,919	174,620	8,936
OKLAHOMA	62,639	5,388	32,678	22,506	55,184	2,067
OREGON	42,173	1,297	22,710	16,544	39,254	1,622
PENNSYLVANIA	186,627	9,533	91,244	75,916	167,160	9,934
PUERTO RICO	36,613	2,887	12,562	17,161	29,723	4,003
RHODE ISLAND	18,974	1,390	8,832	7,970	16,802	782
SOUTH CAROLINA	74,108	6,973	36,763	27,164	63,927	3,208
SOUTH DAKOTA	13,916	1,844	7,056	4,469	11,525	547
TENNESSEE	97,047	6,548	47,958	37,530	85,488	5,011
TEXAS	300,220	20,989	142,834	121,933	264,767	14,464
UTAH	42,624	2,158	25,748	13,755	39,503	963
VERMONT	9,341	500	5,067	3,489	8,556	285
VIRGINIA	103,920	8,987	49,526	40,431	89,957	4,976
WASHINGTON	69,651	7,259	34,265	25,631	59,896	2,496
WEST VIRGINIA	44,643	2,749	21,361	18,160	39,521	2,373
WISCONSIN	75,144	9,271	31,577	30,609	62,186	3,687
WYOMING	9,659	417	5,261	3,538	8,799	443
AMERICAN SAMOA	183	20	92	67	159	4
GUAM	1,511	113	474	804	1,278	120
NORTHERN MARIANAS	383	173	123	59	182	28
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	1,281	66	524	586	1,110	105
BUR. OF INDIAN AFFAIRS	6,311	644	2,912	2,407	5,319	348
U.S. & INSULAR AREAS	4,235,263	288,459	2,050,329	1,698,640	3,748,969	197,835
50 STATES, D.C. & P.R.	4,225,594	287,443	2,046,204	1,694,717	3,740,921	197,230

DATA AS OF OCTOBER 1, 1988.

SMACLIB(REPM10A)

TABLE AA11

NUMBER OF CHILDREN 6-11 YEARS OLD SERVED UNDER EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	37,434	9,491	16,183	8,153	2,243	349	444	224	214	129	4
ALASKA	4,854	2,467	1,833	103	152	46	121	65	56	11	0
ARIZONA	26,011	12,153	9,440	1,964	1,208	271	495	285	52	143	0
ARKANSAS	19,462	8,574	6,225	4,021	196	153	141	31	82	36	3
CALIFORNIA	204,338	102,511	73,637	8,952	3,611	2,969	2,362	2,927	6,202	1,108	59
COLORADO	23,246	10,790	6,552	926	3,125	304	1,051	375	0	120	3
CONNECTICUT	28,242	13,940	8,545	1,186	3,696	283	311	130	133	12	6
DELAWARE	5,411	3,027	1,412	292	588	29	36	6	17	4	0
DISTRICT OF COLUMBIA	1,302	303	887	42	40	22	5	3	0	0	0
FLORIDA	99,705	34,708	46,250	7,829	8,405	543	0	1,078	571	315	6
GEORGIA	45,145	10,551	17,013	8,676	7,826	423	0	380	114	160	2
HAWAII	5,357	2,527	1,756	455	250	94	66	131	45	32	1
IDAHO	10,270	5,496	3,021	1,180	199	143	1	123	82	25	0
ILLINOIS	104,044	40,774	50,843	5,571	4,868	661	41	694	301	285	6
INDIANA	55,615	14,212	32,439	6,434	1,491	361	226	252	18	167	15
IOWA	25,460	8,991	8,974	4,321	2,016	321	258	514	0	63	2
KANSAS	21,999	7,703	9,756	2,275	1,465	217	191	212	88	76	16
KENTUCKY	36,519	7,263	20,700	6,421	986	258	414	185	106	174	12
LOUISIANA	29,439	7,491	15,374	3,471	1,231	470	286	372	581	161	2
MAINE	12,745	4,508	4,536	1,269	1,463	129	423	232	130	54	1
MARYLAND	41,107	16,743	18,883	1,874	1,018	424	1,217	317	448	174	9
MASSACHUSETTS	55,254	20,414	12,431	11,603	7,625	663	1,106	442	664	277	29
MICHIGAN	68,620	24,812	29,221	5,169	6,092	1,066	45	1,821	51	343	0
MINNESOTA	37,648	16,468	12,418	4,180	2,925	610	0	677	216	144	10
MISSISSIPPI	26,940	8,411	14,873	2,986	90	131	93	313	0	43	0
MISSOURI	50,249	18,055	22,827	4,819	3,190	341	222	446	175	138	36
MONTANA	7,682	3,508	3,167	474	197	71	104	72	54	29	6
NEBRASKA	15,559	5,501	6,725	1,723	818	188	198	340	0	66	0
NEVADA	7,239	3,736	2,380	390	382	70	161	67	17	34	2
NEW HAMPSHIRE	6,915	3,764	2,051	297	468	28	71	76	155	5	0
NEW JERSEY	84,125	31,305	44,778	1,363	3,168	483	2,609	266	112	41	0
NEW MEXICO	15,452	5,759	6,877	805	1,205	144	294	261	45	59	3
NEW YORK	100,818	59,188	17,324	6,360	12,758	888	2,285	456	1,116	425	18
NORTH CAROLINA	53,815	18,683	21,178	8,008	3,275	617	485	437	916	216	0
NORTH DAKOTA	6,040	2,196	3,070	470	155	53	0	38	37	21	0
OHIO	96,701	28,942	45,340	15,037	2,542	1,053	2,111	1,266	0	407	3
OKLAHOMA	32,678	11,335	15,152	4,522	468	258	598	167	72	87	19
OREGON	22,710	10,976	9,844	581	667	97	0	243	272	29	1
PENNSYLVANIA	91,244	28,316	46,399	10,096	4,603	1,038	0	350	0	441	1
PUERTO RICO	12,562	3,902	1,057	5,139	493	430	739	171	329	265	37
RHODE ISLAND	8,832	5,314	2,506	336	423	64	22	81	58	28	0
SOUTH CAROLINA	36,763	11,761	15,813	5,322	2,682	437	158	336	78	173	3
SOUTH DAKOTA	7,056	2,199	3,629	611	128	166	205	71	24	19	4
TENNESSEE	47,958	17,519	22,028	5,240	696	485	666	427	533	358	6
TEXAS	142,834	67,720	51,518	8,555	7,326	499	1,408	1,696	3,384	723	5
UTAH	25,748	10,207	7,737	1,387	5,374	157	542	111	163	66	4
VERMONT	5,067	2,349	2,132	276	163	45	0	32	54	14	2
VIRGINIA	49,526	19,941	21,010	4,587	2,358	462	460	406	250	50	2
WASHINGTON	34,265	15,144	11,100	3,048	1,626	666	556	477	1,537	104	7
WEST VIRGINIA	21,361	7,111	9,801	3,202	807	145	0	183	34	78	0
WISCONSIN	31,577	7,658	10,855	1,123	2,889	77	8,572	234	79	85	5
WYOMING	5,261	2,334	2,209	241	144	82	0	88	135	27	1
AMERICAN SAMOA	92	0	74	10	0	8	0	0	0	0	0
GUAM	474	205	117	143	0	0	0	5	4	0	0
NORTHERN MARIANAS	123	64	19	4	0	0	17	16	0	0	3
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	524	148	147	173	21	13	11	2	1	8	0
BUR. OF INDIAN AFFAIRS	2,912	1,421	1,045	184	82	20	116	16	13	15	0
U.S. & INSULAR AREAS	2,050,329	800,589	833,111	193,879	121,917	20,025	31,943	20,626	19,818	8,067	354
50 STATES, D.C. & P.R.	2,046,204	798,751	831,709	193,365	121,814	19,984	31,799	20,587	19,800	8,044	351

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA12

NUMBER OF CHILDREN 12-17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	40,961	17,061	2,210	17,048	3,262	313	366	190	336	171	4
ALASKA	3,389	2,653	145	150	262	41	67	25	37	9	0
ARIZONA	21,521	14,982	862	2,295	2,147	254	432	182	268	99	0
ARKANSAS	19,801	13,132	406	5,678	198	127	109	31	77	43	0
CALIFORNIA	157,135	114,891	12,719	9,861	6,172	2,554	1,932	2,742	5,199	1,024	41
COLORADO	20,321	11,340	1,045	1,446	5,121	261	751	240	0	109	8
CONNECTICUT	24,787	14,270	1,072	1,769	6,944	214	252	82	168	14	2
DELAWARE	4,215	2,870	85	299	882	31	18	15	10	5	0
DISTRICT OF COLUMBIA	821	545	133	64	59	13	2	3	0	2	0
FLORIDA	69,382	37,921	7,373	9,934	11,113	473	0	725	1,567	262	14
GEORGIA	36,768	13,977	1,603	12,231	8,057	362	0	253	133	152	0
HAWAII	5,068	3,770	206	516	321	87	45	69	28	24	2
IDAHO	6,222	4,303	204	1,153	267	88	9	76	98	24	0
ILLINOIS	78,908	49,429	5,295	11,077	10,707	642	32	781	653	286	6
INDIANA	34,889	20,398	2,223	9,146	2,325	254	177	167	12	171	16
IOWA	22,553	12,223	646	4,993	3,767	304	222	333	0	61	4
KANSAS	14,674	8,420	537	2,783	2,418	137	98	127	66	86	2
KENTUCKY	26,814	12,964	1,516	9,773	1,620	205	286	169	132	142	7
LOUISIANA	26,132	15,970	2,797	4,084	1,915	320	153	260	465	162	6
MAINE	10,398	5,427	636	1,538	2,092	98	322	75	167	40	3
MARYLAND	35,696	24,706	4,383	2,504	2,227	375	916	182	240	161	2
MASSACHUSETTS	60,730	22,440	13,665	12,753	8,380	728	1,215	485	730	303	31
MICHIGAN	60,438	36,566	3,407	6,593	11,043	1,025	44	1,393	27	340	0
MINNESOTA	32,754	18,104	1,536	5,149	6,821	467	0	372	173	128	4
MISSISSIPPI	23,083	15,921	1,437	5,077	147	141	69	228	0	62	1
MISSOURI	38,543	23,093	2,658	7,510	4,398	286	139	266	84	97	12
MONTANA	5,108	3,702	216	524	390	38	79	49	99	11	0
NEBRASKA	10,752	6,133	570	2,046	1,397	159	129	264	0	54	0
NEVADA	5,823	4,343	245	463	487	54	76	48	75	29	3
NEW HAMPSHIRE	7,039	5,230	372	351	910	20	40	31	78	7	0
NEW JERSEY	63,068	42,632	5,010	2,751	9,548	460	2,088	236	266	77	0
NEW MEXICO	12,960	7,247	2,530	923	1,648	154	210	167	36	36	9
NEW YORK	124,074	83,007	3,562	10,541	21,812	941	2,091	484	1,067	547	22
NORTH CAROLINA	40,925	22,484	1,601	10,442	4,292	500	320	310	723	251	2
NORTH DAKOTA	4,240	2,794	333	713	287	41	0	27	31	14	0
OHIO	77,919	41,459	3,584	23,794	4,489	781	1,425	2,006	0	380	1
OKLAHOMA	22,506	14,733	775	5,626	720	177	252	86	64	64	9
OREGON	16,544	12,481	1,211	754	1,379	102	0	260	316	37	4
PENNSYLVANIA	75,916	43,631	5,007	16,798	8,641	1,033	0	318	0	487	1
PUERTO RICO	17,161	5,010	253	9,529	445	446	679	183	291	285	40
RHODE ISLAND	7,970	6,300	261	403	740	70	15	47	111	22	1
SOUTH CAROLINA	27,164	13,161	1,201	8,558	3,330	342	73	301	45	152	1
SOUTH DAKOTA	4,469	2,973	191	716	325	79	96	24	52	11	2
TENNESSEE	37,530	23,563	3,099	7,095	1,112	488	468	371	1,063	270	1
TEXAS	121,933	84,268	4,563	11,479	14,068	436	1,254	1,396	3,761	699	9
UTAH	13,755	6,785	358	1,418	4,476	108	363	75	117	51	4
VERMONT	3,489	2,265	474	285	332	39	4	31	41	13	5
VIRGINIA	40,431	26,049	2,085	6,511	4,577	397	438	152	162	59	1
WASHINGTON	25,631	17,440	698	3,060	2,165	412	472	267	1,030	84	3
WEST VIRGINIA	18,160	11,194	752	4,441	1,448	109	0	122	27	67	0
WISCONSIN	30,609	13,907	1,323	2,975	6,273	94	5,742	153	73	67	2
WYOMING	3,538	2,507	225	312	279	86	0	44	66	18	1
AMERICAN SAMOA	67	0	20	41	0	4	1	0	0	0	1
GUAM	804	475	22	303	0	0	0	3	1	0	0
NORTHERN MARIANAS	59	33	3	9	0	3	8	0	3	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	586	123	70	347	26	6	1	2	4	7	0
BUR. OF INDIAN AFFAIRS	2,407	1,705	298	163	116	15	101	5	3	1	0
U.S. & INSULAR AREAS	1,698,640	1,025,010	109,711	278,795	198,377	17,394	24,081	16,933	20,275	7,777	287
50 STATES, D.C. & P.R.	1,694,717	1,022,674	109,298	277,932	198,235	17,366	23,970	16,923	20,264	7,769	286

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA13

NUMBER OF CHILDREN 18-21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	9,086	3,161	124	4,919	493	67	122	67	112	19	2
ALASKA	417	261	3	66	22	12	41	4	7	1	0
ARIZONA	2,448	1,165	35	752	165	31	211	40	34	15	0
ARKANSAS	1,858	1,063	15	725	10	15	14	4	10	2	0
CALIFORNIA	17,231	8,422	732	4,714	714	420	890	604	560	139	36
COLORADO	1,959	985	26	335	382	48	128	41	0	14	0
CONNECTICUT	3,165	1,267	41	668	1,024	45	81	13	20	3	3
DELAWARE	525	347	5	72	95	2	3	0	0	1	0
DISTRICT OF COLUMBIA	229	133	7	80	5	0	1	1	0	0	2
FLORIDA	6,398	2,917	195	2,344	529	94	0	128	151	33	7
GEORGIA	3,137	924	18	1,797	311	37	0	37	6	7	0
HAWAII	329	155	1	115	21	12	8	11	2	4	0
IDAHO	1,395	323	7	422	31	12	168	130	292	10	0
ILLINOIS	7,586	3,596	186	2,312	1,173	55	32	115	82	31	4
INDIANA	3,289	1,707	67	1,290	118	33	35	25	0	12	2
IOWA	2,913	1,139	19	1,234	284	27	119	76	0	9	6
KANSAS	1,279	580	10	482	131	16	24	22	10	4	0
KENTUCKY	3,027	1,222	81	1,448	109	24	75	27	23	15	3
LOUISIANA	3,657	1,527	135	1,572	173	68	50	52	64	15	1
MAINE	1,068	490	18	310	138	20	59	4	27	2	0
MARYLAND	5,203	2,810	318	1,187	354	68	351	34	57	21	3
MASSACHUSETTS	5,361	1,647	155	1,781	1,078	133	230	97	85	155	0
MICHIGAN	7,515	3,697	151	2,172	881	158	101	277	29	49	0
MINNESOTA	3,142	1,167	21	1,403	444	39	0	44	12	9	3
MISSISSIPPI	2,754	1,597	33	1,015	10	27	19	42	0	10	1
MISSOURI	3,648	1,861	90	1,277	269	34	27	64	7	13	6
MONTANA	535	349	11	121	22	4	20	1	3	2	2
NEBRASKA	1,229	569	13	473	78	21	33	38	0	4	0
NEVADA	591	335	11	134	27	10	60	4	6	4	0
NEW HAMPSHIRE	602	420	16	82	59	4	10	1	9	1	0
NEW JERSEY	6,967	3,679	193	1,264	1,061	103	524	80	44	19	0
NEW MEXICO	1,226	557	124	350	94	22	41	32	4	1	1
NEW YORK	16,137	8,935	140	3,712	2,112	202	662	87	214	67	6
NORTH CAROLINA	4,992	2,226	38	2,193	221	53	74	67	104	16	0
NORTH DAKOTA	535	287	4	211	14	6	0	9	3	1	0
OHIO	8,936	3,830	88	3,705	289	148	498	334	0	43	1
OKLAHOMA	2,067	1,160	18	763	38	28	40	9	5	5	1
OREGON	1,622	934	31	349	100	11	0	100	90	5	2
PENNSYLVANIA	9,934	4,534	176	4,063	850	128	0	132	0	50	1
PUERTO RICO	4,003	459	35	2,389	125	263	416	82	105	106	23
RHODE ISLAND	782	478	4	191	61	18	10	6	8	5	1
SOUTH CAROLINA	3,208	964	36	1,884	165	34	28	65	14	14	4
SOUTH DAKOTA	547	344	4	134	30	8	17	2	7	1	0
TENNESSEE	5,011	2,354	277	1,781	103	94	174	87	126	13	2
TEXAS	14,464	8,537	108	3,475	1,034	81	347	287	490	98	7
UTAH	963	283	7	320	159	6	159	9	17	3	0
VERMONT	285	160	25	52	28	3	8	2	4	2	1
VIRGINIA	4,976	2,307	102	1,957	370	55	115	38	23	9	0
WASHINGTON	2,496	1,305	8	731	140	35	142	33	92	9	1
WEST VIRGINIA	2,373	1,204	19	1,007	85	20	0	25	9	4	0
WISCONSIN	3,687	1,421	38	906	419	20	838	22	12	8	3
WYOMING	443	249	21	99	28	16	0	12	16	1	1
AMERICAN SAMOA	4	0	0	3	0	1	0	0	0	0	0
GUAM	120	67	0	50	0	0	0	1	2	0	0
NORTHERN MARIANAS	28	11	5	5	0	4	0	1	0	2	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	105	3	5	79	8	7	1	0	2	0	0
BUR. OF INDIAN AFFAIRS	348	212	32	68	14	3	16	0	1	2	0
U.S. & INSULAR AREAS	197,835	92,336	4,082	67,043	16,698	2,905	7,022	3,525	3,000	1,088	136
50 STATES, D.C. & P.R.	197,230	92,043	4,040	66,838	16,676	2,890	7,005	3,523	2,995	1,084	136

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA14

NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	87,481	29,713	18,517	30,120	5,998	729	932	481	662	319	10
ALASKA	8,660	5,381	1,981	319	436	99	229	94	100	21	0
ARIZONA	49,980	28,300	10,337	5,011	3,520	556	1,138	507	354	257	0
ARKANSAS	41,121	22,769	6,646	10,424	404	295	264	66	169	81	3
CALIFORNIA	378,704	225,824	87,088	23,527	10,497	5,943	5,184	6,273	11,961	2,271	136
COLORADO	45,526	23,115	7,623	2,707	8,628	613	1,930	656	0	243	11
CONNECTICUT	56,194	29,477	9,658	3,623	11,664	542	644	225	321	29	11
DELAWARE	10,151	6,244	1,502	663	1,565	62	57	21	27	10	0
DISTRICT OF COLUMBIA	2,352	981	1,027	186	104	35	8	7	0	2	2
FLORIDA	175,485	75,546	53,818	20,107	20,047	1,110	0	1,931	2,289	610	27
GEORGIA	85,050	25,452	18,634	22,704	16,194	822	0	670	253	319	2
HAWAII	10,754	6,452	1,963	1,086	592	193	119	211	75	60	3
IDAHO	17,887	10,122	3,232	2,755	497	243	178	329	472	59	0
ILLINOIS	190,538	93,799	56,324	18,960	16,748	1,358	105	1,590	1,036	602	16
INDIANA	93,793	36,317	34,729	16,870	3,934	648	438	444	30	350	33
IOWA	50,926	22,353	9,639	10,548	6,067	652	599	923	0	133	12
KANSAS	37,952	16,703	10,303	5,540	4,014	370	313	361	164	166	18
KENTUCKY	66,360	21,449	22,297	17,642	2,715	487	775	381	261	331	22
LOUISIANA	59,220	24,988	18,306	9,127	3,319	858	489	684	1,110	338	9
MAINE	24,211	10,425	5,190	3,117	3,693	247	804	311	324	96	4
MARYLAND	82,006	44,259	23,584	5,565	3,599	867	2,484	533	745	356	14
MASSACHUSETTS	121,345	44,501	28,251	26,137	17,083	1,524	2,551	1,024	1,479	735	60
MICHIGAN	136,573	65,075	32,779	13,934	18,016	2,249	190	3,491	107	732	0
MINNESOTA	73,544	35,739	13,975	10,732	10,190	1,116	0	1,093	401	281	17
MISSISSIPPI	52,777	25,929	16,343	9,078	247	299	181	583	0	115	2
MISSOURI	92,440	43,009	25,575	13,606	7,857	661	388	776	266	248	54
MONTANA	13,325	7,559	3,394	1,119	609	113	203	122	156	42	8
NEBRASKA	27,540	12,203	7,308	4,242	2,293	368	360	642	0	124	0
NEVADA	13,653	8,414	2,636	987	896	134	297	119	98	67	5
NEW HAMPSHIRE	14,556	9,414	2,439	730	1,437	52	121	108	242	13	0
NEW JERSEY	154,160	77,618	49,981	5,378	13,777	1,046	5,221	582	422	137	0
NEW MEXICO	29,638	13,563	9,531	2,078	2,947	320	545	460	85	96	13
NEW YORK	241,029	151,130	21,026	20,613	36,682	2,031	5,038	1,027	2,397	1,039	46
NORTH CAROLINA	99,732	43,393	22,817	20,643	7,788	1,170	879	814	1,743	483	2
NORTH DAKOTA	10,815	5,277	3,407	1,394	456	100	0	74	71	36	0
OHIO	183,556	74,231	49,012	42,536	7,320	1,982	4,034	3,606	0	830	5
OKLAHOMA	57,251	27,228	15,945	10,911	1,226	463	890	262	141	156	29
OREGON	40,876	24,391	11,086	1,684	2,146	210	0	603	678	71	7
PENNSYLVANIA	177,094	76,481	51,582	30,957	14,094	2,199	0	800	0	978	3
PUERTO RICO	33,726	9,371	1,345	17,057	1,063	1,139	1,834	436	725	656	100
RHODE ISLAND	17,584	12,092	2,771	930	1,224	152	47	134	177	55	2
SOUTH CAROLINA	67,135	25,886	17,050	15,764	6,177	813	259	702	137	339	8
SOUTH DAKOTA	12,072	5,516	3,824	1,461	483	253	318	97	83	31	6
TENNESSEE	90,499	43,436	25,404	14,116	1,911	1,067	1,308	885	1,722	641	9
TEXAS	279,231	160,525	56,189	23,509	22,428	1,016	3,009	3,379	7,635	1,520	21
UTAH	40,466	17,275	8,102	3,125	10,009	271	1,064	195	297	120	8
VERMONT	8,841	4,774	2,631	613	523	87	12	65	99	29	8
VIRGINIA	94,933	48,297	23,197	13,055	7,305	914	1,013	596	435	118	3
WASHINGTON	62,392	33,889	11,806	6,839	3,931	1,113	1,170	777	2,659	197	11
WEST VIRGINIA	41,894	19,509	10,572	8,650	2,340	274	0	330	70	149	0
WISCONSIN	65,873	22,986	12,216	5,004	9,581	191	15,152	409	164	160	10
WYOMING	9,242	5,090	2,455	652	451	184	0	144	217	46	3
AMERICAN SAMOA	163	0	94	54	0	13	1	0	0	0	1
GUAM	1,398	747	139	496	0	0	0	9	7	0	0
NORTHERN MARIANAS	210	108	27	18	0	7	25	17	3	2	3
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1,215	274	222	599	55	26	13	4	7	15	0
BUR. OF INDIAN AFFAIRS	5,667	3,338	1,375	415	212	38	233	21	17	18	0
U.S. & INSULAR AREAS	3,946,804	1,917,935	946,904	539,717	336,992	40,324	63,046	41,084	43,093	16,932	777
50 STATES, D.C. & P.R.	3,938,151	1,913,468	945,047	538,135	336,725	40,240	62,774	41,033	43,059	16,897	773

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1A1A))

TABLE AA15

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY HANDICAPPING CONDITION AND AGE YEAR

DURING SCHOOL YEAR 1987-88

HANDICAPPING CONDITION	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
MENTALLY RETARDED	-	-	-	18,092	26,492	33,499	36,317	39,451	40,028	41,852	43,827	46,590
SPEECH IMPAIRED	-	-	-	195,734	203,631	170,250	123,132	86,301	54,063	35,737	24,246	17,622
VISUALLY HANDICAPPED	-	-	-	1,030	1,367	1,424	1,465	1,404	1,377	1,435	1,293	1,269
EMOTIONALLY DISTURBED	-	-	-	7,731	13,825	19,478	23,764	27,801	29,318	31,162	33,915	36,135
ORTHOPEDICALLY IMPAIRED	-	-	-	3,707	3,899	3,655	3,335	3,168	2,862	2,779	2,782	2,685
OTHER HEALTH IMPAIRED	-	-	-	2,698	3,511	3,587	3,459	3,376	3,187	3,023	3,215	3,514
LEARNING DISABLED	-	-	-	32,008	77,648	133,908	170,950	193,486	192,589	192,321	189,006	181,595
DEAF-BLIND	-	-	-	48	72	70	67	56	41	68	48	35
MULTIHANDICAPPED	-	-	-	5,137	5,639	5,776	5,475	5,215	4,701	4,378	4,300	4,030
HARD OF HEARING & DEAF	-	-	-	2,901	3,400	3,619	3,454	3,423	3,228	3,131	3,048	3,052
ALL CONDITIONS	36,501	71,918	179,874	269,086	339,484	375,266	371,418	363,681	331,394	315,886	305,680	296,527

HANDICAPPING CONDITION	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD
MENTALLY RETARDED	49,348	50,573	46,605	34,186	17,058	9,915	5,884
SPEECH IMPAIRED	13,268	10,629	8,209	2,677	938	322	147
VISUALLY HANDICAPPED	1,300	1,289	1,191	668	245	110	65
EMOTIONALLY DISTURBED	37,467	34,106	25,592	11,354	3,452	1,306	586
ORTHOPEDICALLY IMPAIRED	2,831	3,056	2,800	1,776	895	540	314
OTHER HEALTH IMPAIRED	3,782	3,719	3,022	1,505	742	451	302
LEARNING DISABLED	172,992	158,784	130,312	69,924	17,514	3,835	1,063
DEAF-BLIND	47	44	45	41	36	27	32
MULTIHANDICAPPED	3,927	3,844	3,602	2,684	1,877	1,458	1,003
HARD OF HEARING & DEAF	2,822	2,789	2,552	1,738	729	276	162
ALL CONDITIONS	287,784	268,833	223,930	126,553	43,484	18,240	9,558

DATA AS OF OCTOBER 1, 1988

SMACLIB(REPM10C)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE YEAR

DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	358	777	5,852	4,363	6,039	6,618	6,708	7,086	6,620
ALASKA	249	294	438	704	889	904	922	796	639
ARIZONA	327	691	1,734	2,936	4,145	4,874	4,913	4,770	4,373
ARKANSAS	223	645	1,666	2,491	2,985	3,186	3,498	3,640	3,662
CALIFORNIA	5,100	8,413	15,625	21,622	31,494	37,619	38,667	38,904	36,032
COLORADO	286	605	1,235	2,208	3,338	4,292	4,581	4,620	4,207
CONNECTICUT	774	1,597	2,422	3,273	4,389	5,264	5,287	5,192	4,837
DELAWARE	36	186	600	840	999	1,034	929	827	782
DISTRICT OF COLUMBIA	24	131	243	246	287	242	213	178	136
FLORIDA	814	1,927	7,746	12,263	15,526	18,239	18,916	18,619	16,142
GEORGIA	299	474	4,208	5,964	7,317	7,856	8,176	8,249	7,583
HAWAII	107	195	319	547	790	949	1,006	1,048	1,017
IDAHO	2	189	783	1,332	1,859	2,062	1,848	1,736	1,433
ILLINOIS	2,477	5,080	12,407	17,866	19,825	18,667	17,602	15,481	14,603
INDIANA	57	140	4,849	8,659	10,522	10,836	9,497	8,554	7,547
IOWA	951	1,617	2,504	3,023	3,872	4,913	4,852	4,659	4,141
KANSAS	308	573	1,974	2,961	4,033	4,512	3,920	3,478	3,095
KENTUCKY	330	909	5,622	6,652	7,029	6,424	5,869	5,510	5,035
LOUISIANA	824	1,694	2,644	4,517	4,931	5,117	4,958	5,134	4,782
MAINE	660	1,101	1,104	1,552	2,027	2,368	2,425	2,344	2,029
MARYLAND	1,141	1,890	3,119	4,566	5,959	7,296	7,645	8,240	7,401
MASSACHUSETTS	1,445	2,892	3,697	9,881	9,578	9,312	9,509	9,243	7,731
MICHIGAN	2,108	3,843	6,317	8,265	10,668	12,757	12,934	12,692	11,304
MINNESOTA	1,613	3,485	3,836	4,586	5,777	7,082	7,342	6,757	6,104
MISSISSIPPI	294	656	3,904	4,638	4,954	4,702	4,364	4,349	3,933
MISSOURI	446	958	3,432	6,594	8,414	9,238	9,197	8,924	7,882
MONTANA	215	324	881	1,183	1,516	1,559	1,250	1,129	1,045
NEBRASKA	469	785	1,412	2,064	2,834	3,042	2,832	2,603	2,184
NEVADA	141	179	551	747	1,081	1,340	1,400	1,445	1,226
NEW HAMPSHIRE	231	399	488	608	997	1,238	1,357	1,430	1,285
NEW JERSEY	1,306	2,177	9,612	14,668	15,901	14,953	13,688	12,972	11,943
NEW MEXICO	254	382	632	1,420	2,314	2,853	3,102	3,065	2,698
NEW YORK	69	170	3,026	7,855	12,300	16,522	20,188	21,403	22,550
NORTH CAROLINA	654	1,073	4,955	8,036	9,144	9,641	9,493	9,220	8,281
NORTH DAKOTA	94	330	597	947	1,027	1,133	1,046	998	889
OHIO	223	536	6,600	12,163	16,694	18,849	17,707	16,946	14,342
OKLAHOMA	582	1,250	3,556	5,261	6,000	5,855	5,636	5,289	4,637
OREGON	101	291	905	1,950	3,400	4,598	4,675	4,275	3,812
PENNSYLVANIA	1,283	2,465	5,785	10,252	14,780	17,900	17,260	16,521	14,531
PUERTO RICO	308	946	1,633	824	1,465	2,024	2,461	2,847	2,941
RHODE ISLAND	223	480	687	1,028	1,356	1,683	1,607	1,709	1,449
SOUTH CAROLINA	620	1,747	4,606	5,712	6,761	6,625	6,310	5,952	5,403
SOUTH DAKOTA	268	513	1,063	1,335	1,430	1,374	1,084	1,015	818
TENNESSEE	190	1,353	5,005	7,767	8,599	8,956	7,996	7,873	6,767
TEXAS	2,561	5,897	12,531	19,047	24,033	25,568	25,178	25,132	23,876
UTAH	294	462	1,402	3,331	5,135	5,168	4,327	4,209	3,578
VERMONT	91	131	278	562	840	1,002	965	899	799
VIRGINIA	1,642	2,629	4,716	6,757	8,274	8,897	8,730	8,868	8,000
WASHINGTON	1,379	2,334	3,546	4,037	5,462	6,857	6,458	6,160	5,291
WEST VIRGINIA	256	517	1,976	2,894	3,590	3,957	3,803	3,687	3,430
WISCONSIN	1,601	3,136	4,534	4,887	5,376	5,541	5,403	5,380	4,990
WYOMING	37	60	320	685	963	1,066	963	829	755
AMERICAN SAMOA	10	6	4	14	11	12	14	24	17
GUAM	14	50	49	55	50	66	86	107	110
NORTHERN MARIANAS	0	0	0	31	10	17	30	16	19
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	16	27	23	48	50	74	107	130	115
BUR. OF INDIAN AFFAIRS	116	307	221	369	445	533	484	518	563
U.S. & INSULAR AREAS	36,501	71,918	179,874	269,086	339,484	375,266	371,418	363,681	331,394
50 STATES, D.C. & P.R.	36,345	71,528	179,577	268,569	338,918	374,564	370,697	362,886	330,570

DATA AS OF OCTOBER 1, 1988

SMACLIB(REPM10D)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE YEAR

DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	6,846	6,952	6,847	7,125	6,908	6,283	4,373	2,499	1,418
ALASKA	574	610	562	621	551	471	283	70	43
ARIZONA	4,063	4,144	3,735	3,635	3,146	2,798	1,496	532	267
ARKANSAS	3,624	3,573	3,573	3,477	3,088	2,466	1,420	362	76
CALIFORNIA	32,897	29,792	26,928	25,133	22,335	20,050	10,402	3,434	1,862
COLORADO	4,149	3,754	3,541	3,370	3,007	2,500	1,446	397	99
CONNECTICUT	4,494	4,423	4,191	4,199	3,864	3,616	2,027	610	367
DELAWARE	744	765	670	698	695	643	352	131	35
DISTRICT OF COLUMBIA	137	137	122	114	154	157	105	51	26
FLORIDA	14,909	13,853	12,525	11,131	9,516	7,448	4,274	1,427	493
GEORGIA	7,413	7,102	6,809	6,336	5,246	3,862	2,128	674	244
HAWAII	958	929	864	783	814	720	252	64	13
IDAHO	1,257	1,140	1,127	1,057	865	776	581	345	270
ILLINOIS	13,908	13,661	13,790	14,079	13,228	10,242	5,396	1,516	544
INDIANA	6,977	6,554	5,993	5,910	5,150	4,305	2,563	606	89
IOWA	4,099	4,023	3,820	3,808	3,625	3,178	2,019	638	199
KANSAS	2,798	2,561	2,563	2,381	2,392	1,979	961	209	95
KENTUCKY	5,043	4,797	4,694	4,738	4,171	3,371	2,121	644	207
LOUISIANA	4,760	4,684	4,856	4,545	3,955	3,332	2,078	879	372
MAINE	1,988	1,868	1,922	1,750	1,627	1,251	787	235	45
MARYLAND	6,942	6,574	6,148	5,842	5,479	4,711	2,841	1,224	716
MASSACHUSETTS	6,856	9,546	11,053	11,635	11,463	10,177	3,685	1,030	395
MICHIGAN	10,981	10,704	10,519	10,132	10,015	8,087	4,647	1,390	490
MINNESOTA	5,687	5,457	5,717	5,618	5,527	4,748	2,130	668	316
MISSISSIPPI	3,940	3,993	4,009	3,957	3,917	3,267	1,929	638	170
MISSOURI	7,710	7,149	6,767	6,530	5,883	4,504	2,585	766	251
MONTANA	961	929	865	876	826	651	389	104	30
NEBRASKA	2,149	1,823	1,829	1,740	1,699	1,512	844	261	124
NEVADA	1,160	1,062	1,039	978	871	713	400	112	38
NEW HAMPSHIRE	1,381	1,293	1,220	1,216	1,152	777	457	119	26
NEW JERSEY	11,380	11,098	10,818	10,648	10,239	8,885	4,665	1,471	611
NEW MEXICO	2,564	2,516	2,265	2,108	1,880	1,627	837	254	98
NEW YORK	22,186	21,760	21,772	21,778	20,745	15,833	9,580	4,166	1,908
NORTH CAROLINA	7,905	7,535	7,472	7,022	5,917	5,074	3,345	1,179	382
NORTH DAKOTA	880	765	699	685	655	556	358	122	46
OHIO	13,991	13,310	12,960	13,074	13,170	11,414	6,743	1,636	387
OKLAHOMA	4,257	4,102	3,871	3,672	3,478	3,126	1,628	340	69
OREGON	3,466	3,218	2,823	2,647	2,437	1,953	1,034	303	160
PENNSYLVANIA	13,645	13,215	12,706	12,843	12,703	10,804	6,554	2,181	933
PUERTO RICO	3,019	3,174	3,215	2,978	2,602	2,173	1,533	1,107	767
RHODE ISLAND	1,379	1,405	1,375	1,439	1,309	1,063	529	164	79
SOUTH CAROLINA	5,040	5,096	4,910	4,643	4,235	3,240	1,948	800	317
SOUTH DAKOTA	819	767	734	763	785	601	396	111	28
TENNESSEE	6,827	6,431	6,658	6,368	6,287	4,959	3,067	1,239	457
TEXAS	23,320	22,372	21,613	20,356	19,006	15,266	9,052	3,377	1,151
UTAH	2,939	2,597	2,489	2,163	1,948	1,619	606	164	109
VERMONT	744	620	625	576	514	410	213	49	4
VIRGINIA	7,550	7,417	7,174	6,717	6,438	5,135	3,126	1,116	474
WASHINGTON	4,835	4,600	4,311	4,191	4,121	3,573	1,753	484	253
WEST VIRGINIA	3,217	3,217	3,284	3,216	2,855	2,371	1,518	530	220
WISCONSIN	5,057	5,219	5,154	5,224	5,251	4,704	2,500	752	355
WYOMING	693	661	585	587	520	492	279	118	38
AMERICAN SAMOA	7	3	8	19	20	10	4	0	0
GUAM	123	123	150	134	157	117	88	29	1
NORTHERN MARIANAS	29	16	3	1	0	10	4	20	4
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	128	123	82	106	91	56	42	43	16
BUR. OF INDIAN AFFAIRS	489	468	473	412	301	264	180	94	53
U.S. & INSULAR AREAS	315,886	305,680	296,527	287,784	268,833	223,930	126,553	43,484	18,240
50 STATES, D.C. & P.R.	315,110	304,947	295,811	287,112	268,264	223,473	126,235	43,298	18,166

DATA AS OF OCTOBER 1, 1988

SMACLIB(REPW10D)

TABLE AA16

NUMBER OF CHILDREN SERVED UNDER EHA-B
BY AGE YEAR

DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	21 YEARS OLD
ALABAMA	796
ALASKA	21
ARIZONA	153
ARKANSAS	0
CALIFORNIA	1,533
COLORADO	17
CONNECTICUT	161
DELAWARE	7
DISTRICT OF COLUMBIA	47
FLORIDA	204
GEORGIA	91
HAWAII	0
IDAHO	199
ILLINOIS	130
INDIANA	31
IOWA	57
KANSAS	14
KENTUCKY	55
LOUISIANA	328
MAINE	1
MARYLAND	422
MASSACHUSETTS	251
MICHIGAN	988
MINNESOTA	28
MISSISSIPPI	17
MISSOURI	46
MONTANA	12
NEBRASKA	0
NEVADA	41
NEW HAMPSHIRE	0
NEW JERSEY	220
NEW MEXICO	37
NEW YORK	483
NORTH CAROLINA	86
NORTH DAKOTA	9
OHIO	170
OKLAHOMA	30
OREGON	125
PENNSYLVANIA	266
PUERTO RICO	596
RHODE ISLAND	10
SOUTH CAROLINA	143
SOUTH DAKOTA	12
TENNESSEE	248
TEXAS	884
UTAH	84
VERMONT	19
VIRGINIA	260
WASHINGTON	6
WEST VIRGINIA	105
WISCONSIN	80
WYOMING	8
AMERICAN SAMOA	0
GUAM	2
NORTHERN MARIANAS	0
TRUST TERRITORIES	-
VIRGIN ISLANDS	4
BUR. OF INDIAN AFFAIRS	21
U.S. & INSULAR AREAS	9,558
50 STATES, D.C. & P.R.	9,531

DATA AS OF OCTOBER 1, 1988

SMACLIB(REPM10D)

TABLE AA17

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	53,987	91,231	95,130	41,143	3,899	76.2	4.3
ALASKA	9,597	12,211	12,845	3,248	634	33.8	5.2
ARIZONA	43,045	53,219	54,018	10,973	799	25.5	1.5
ARKANSAS	28,487	48,222	47,031	18,544	-1,191	65.1	-2.5
CALIFORNIA	332,291	391,217	410,175	77,884	18,958	23.4	4.8
COLORADO	47,943	49,515	52,042	4,099	2,527	8.5	5.1
CONNECTICUT	62,085	64,758	64,441	2,356	-317	3.8	-0.5
DELAWARE	14,307	15,275	14,623	316	-652	2.2	-4.3
DISTRICT OF COLUMBIA	9,261	7,114	7,161	-2,100	47	-22.7	0.7
FLORIDA	117,257	181,651	194,200	76,943	12,549	65.6	6.9
GEORGIA	85,209	93,229	92,957	7,748	-272	9.1	-0.3
HAWAII	10,544	11,658	11,835	1,291	177	12.2	1.5
IDAHO	14,573	18,640	19,136	4,563	496	31.3	2.7
ILLINOIS	229,797	248,169	250,704	20,907	2,535	9.1	1.0
INDIANA	87,644	105,978	107,682	20,038	1,704	22.9	1.6
IOWA	51,055	56,205	56,415	5,360	210	10.5	0.4
KANSAS	37,623	42,373	42,930	5,307	557	14.1	1.3
KENTUCKY	57,057	73,711	76,573	19,516	2,862	34.2	3.9
LOUISIANA	86,989	73,852	68,782	-18,207	-5,070	-20.9	-6.9
MAINE	23,701	26,841	28,193	4,492	1,352	19.0	5.0
MARYLAND	84,184	90,294	89,892	5,708	-402	6.8	-0.4
MASSACHUSETTS	131,992	143,636	145,681	13,689	2,045	10.4	1.4
MICHIGAN	153,113	161,446	161,128	8,015	-318	5.2	-0.2
MINNESOTA	72,136	82,407	82,967	10,831	560	15.0	0.7
MISSISSIPPI	29,219	55,683	58,589	29,370	2,906	100.5	5.2
MISSOURI	94,387	99,692	99,721	5,334	29	5.7	0.0
MONTANA	8,610	15,369	15,343	6,733	-26	78.2	-0.2
NEBRASKA	25,270	30,171	30,450	5,180	279	20.5	0.9
NEVADA	11,133	14,743	15,122	3,989	379	35.8	2.6
NEW HAMPSHIRE	9,916	16,323	16,755	6,839	432	69.0	2.6
NEW JERSEY	145,077	172,018	172,829	27,752	811	19.1	0.5
NEW MEXICO	15,149	29,816	31,265	16,116	1,449	106.4	4.9
NEW YORK	240,250	292,981	288,363	48,113	-4,618	20.0	-1.6
NORTH CAROLINA	98,035	109,214	109,276	11,241	62	11.5	0.1
NORTH DAKOTA	8,976	12,279	12,483	3,507	204	39.1	1.7
OHIO	168,314	199,211	198,240	29,926	-971	17.8	-0.5
OKLAHOMA	44,181	65,285	63,735	19,554	-1,550	44.3	-2.4
OREGON	37,258	47,487	48,382	11,124	895	29.9	1.9
PENNSYLVANIA	206,792	203,258	208,518	1,726	5,260	0.8	2.6
PUERTO RICO	11,200	39,858	37,694	26,494	-2,164	236.6	-5.4
RHODE ISLAND	15,971	19,527	19,855	3,884	328	24.3	1.7
SOUTH CAROLINA	72,357	73,299	74,968	2,611	1,669	3.6	2.3
SOUTH DAKOTA	9,936	14,034	14,420	4,484	386	45.1	2.8
TENNESSEE	99,251	96,433	98,289	-962	1,856	-1.0	1.9
TEXAS	233,552	301,222	311,459	77,907	10,237	33.4	3.4
UTAH	37,204	42,811	44,824	7,620	2,013	20.5	4.7
VERMONT	6,382	11,405	11,930	5,548	525	86.9	4.6
VIRGINIA	77,616	103,727	105,641	28,025	1,914	36.1	1.8
WASHINGTON	57,705	70,282	73,613	15,908	3,331	27.6	4.7
WEST VIRGINIA	30,135	47,556	46,422	16,287	-1,134	54.0	-2.4
WISCONSIN	58,019	76,067	77,968	19,949	1,901	34.4	2.5
WYOMING	7,261	10,893	10,894	3,633	1	50.0	0.0
AMERICAN SAMOA	139	178	248	109	70	78.4	39.3
GUAM	2,597	1,852	1,883	-714	31	-27.5	1.7
NORTHERN MARIANAS	-	585	804	-	219	-	37.4
TRUST TERRITORIES	1,120	-	-	-	-	-	-
VIRGIN ISLANDS	1,712	124	1,445	-267	1,321	-15.6	1,065.3
BUR. OF INDIAN AFFAIRS	-	5,366	6,311	-	945	-	17.6
U.S. & INSULAR AREAS	3,708,601	4,421,601	4,494,280	785,679	72,679	21.2	1.6
50 STATES, D.C. & P.R.	3,703,033	4,413,496	4,483,589	780,556	70,093	21.1	1.6

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA18

NUMBER AND CHANGE IN NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)

ALL CONDITIONS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	1,191	812	662	-529	-150	-44.4	-18.5
ALASKA	2,213	3,116	3,204	991	88	44.8	2.8
ARIZONA	1,178	1,230	1,293	115	63	9.8	5.1
ARKANSAS	3,776	3,430	3,376	-400	-54	-10.6	-1.6
CALIFORNIA	6,085	2,504	2,333	-3,752	-171	-61.7	-6.8
COLORADO	3,642	4,317	4,390	748	73	20.5	1.7
CONNECTICUT	2,670	3,366	3,454	784	88	29.4	2.6
DELAWARE	1,854	3,856	3,650	1,796	-206	96.9	-5.3
DISTRICT OF COLUMBIA	2,920	4,587	4,411	1,491	-176	51.1	-3.8
FLORIDA	5,716	8,374	8,228	2,512	-146	43.9	-1.7
GEORGIA	2,352	2,959	2,926	574	-33	24.4	-1.1
HAWAII	807	487	460	-347	-27	-43.0	-5.5
IDAHO	503	317	275	-228	-42	-45.3	-13.2
ILLINOIS	21,216	37,754	40,202	18,986	2,448	89.5	6.5
INDIANA	6,005	8,553	8,843	2,838	290	47.3	3.4
IOWA	1,282	467	417	-865	-50	-67.5	-10.7
KANSAS	1,818	2,022	2,123	305	101	16.8	5.0
KENTUCKY	2,661	3,359	3,352	691	-7	26.0	-0.2
LOUISIANA	5,061	4,352	4,392	-669	40	-13.2	0.9
MAINE	1,568	1,338	1,117	-451	-221	-28.8	-16.5
MARYLAND	3,895	1,764	1,736	-2,159	-28	-55.4	-1.6
MASSACHUSETTS	13,968	15,530	16,302	2,334	772	16.7	5.0
MICHIGAN	12,265	12,062	12,287	22	225	0.2	1.9
MINNESOTA	1,323	421	489	-834	68	-63.0	16.2
MISSISSIPPI	1,581	1,057	958	-623	-99	-39.4	-9.4
MISSOURI	4,017	2,474	2,445	-1,572	-29	-39.1	-1.2
MONTANA	516	614	598	82	-16	15.9	-2.6
NEBRASKA	521	272	244	-277	-28	-53.2	-10.3
NEVADA	975	717	598	-377	-119	-38.7	-16.6
NEW HAMPSHIRE	1,242	969	1,081	-161	112	-13.0	11.6
NEW JERSEY	7,553	5,822	5,574	-1,979	-248	-26.2	-4.3
NEW MEXICO	651	403	359	-292	-44	-44.9	-10.9
NEW YORK	19,615	42,663	44,069	24,454	1,406	124.7	3.3
NORTH CAROLINA	6,892	3,269	2,862	-4,030	-407	-58.5	-12.5
NORTH DAKOTA	504	615	647	143	32	28.4	5.2
OHIO	13,794	7,766	7,325	-6,469	-441	-46.9	-5.7
OKLAHOMA	1,521	1,299	1,096	-425	-203	-27.9	-15.6
OREGON	3,734	5,703	6,209	2,475	506	66.3	8.9
PENNSYLVANIA	13,773	21,633	21,891	8,118	258	58.9	1.2
PUERTO RICO	1,437	1,172	1,081	-356	-91	-24.8	-7.8
RHODE ISLAND	974	822	881	-93	59	-9.5	7.2
SOUTH CAROLINA	2,909	961	860	-2,049	-101	-70.4	-10.5
SOUTH DAKOTA	744	500	504	-240	4	-32.3	0.8
TENNESSEE	2,086	1,264	1,242	-844	-22	-40.5	-1.7
TEXAS	16,550	11,037	11,239	-5,311	202	-32.1	1.8
UTAH	1,141	1,929	2,200	1,059	271	92.8	14.0
VERMONT	2,298	2,550	2,589	291	39	12.7	1.5
VIRGINIA	3,568	1,853	1,721	-1,847	-132	-51.8	-7.1
WASHINGTON	2,927	3,846	3,962	1,035	116	35.4	3.0
WEST VIRGINIA	1,080	1,699	1,779	699	80	64.7	4.7
WISCONSIN	3,930	2,716	2,824	-1,106	108	-28.1	4.0
WYOMING	484	1,329	1,235	751	-94	155.2	-7.1
AMERICAN SAMOA	0	64	65	65	1	100.0	1.6
GUAM	275	389	372	97	-17	35.3	-4.4
NORTHERN MARIANAS	-	401	421	-	20	-	5.0
TRUST TERRITORIES	0	-	-	-	-	-	-
VIRGIN ISLANDS	571	124	164	-407	40	-71.3	32.3
BUR. OF INDIAN AFFAIRS	-	0	-	-	-	-	-
U.S. & INSULAR AREAS	223,832	254,909	259,017	35,185	4,108	15.7	1.6
50 STATES, D.C. & P.R.	222,986	253,931	257,995	35,009	4,064	15.7	1.6

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B

ALL CONDITIONS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	52,796	90,419	94,468	41,672	4,049	78.9	4.5
ALASKA	7,384	9,095	9,641	2,257	546	30.6	6.0
ARIZONA	41,867	51,989	52,725	10,858	736	25.9	1.4
ARKANSAS	24,711	44,792	43,655	18,944	-1,137	76.7	-2.5
CALIFORNIA	326,206	388,713	407,842	81,636	19,129	25.0	4.9
COLORADO	44,301	45,198	47,652	3,351	2,454	7.6	5.4
CONNECTICUT	59,415	61,392	60,987	1,572	-405	2.6	-0.7
DELAWARE	12,453	11,419	10,973	-1,480	-446	-11.9	-3.9
DISTRICT OF COLUMBIA	6,341	2,527	2,750	-3,591	223	-56.6	8.8
FLORIDA	111,541	173,277	185,972	74,431	12,695	66.7	7.3
GEORGIA	82,857	90,270	90,031	7,174	-239	8.7	-0.3
HAWAII	9,737	11,171	11,375	1,638	204	16.8	1.8
IDAHO	14,070	18,323	18,861	4,791	538	34.1	2.9
ILLINOIS	208,581	210,415	210,502	1,921	87	0.9	0.0
INDIANA	81,639	97,425	98,839	17,200	1,414	21.1	1.5
IOWA	49,773	55,738	55,998	6,225	260	12.5	0.5
KANSAS	35,805	40,351	40,807	5,002	456	14.0	1.1
KENTUCKY	54,396	70,352	73,221	18,825	2,869	34.6	4.1
LOUISIANA	81,928	69,500	64,390	-17,538	-5,110	-21.4	-7.4
MAINE	22,133	25,503	27,076	4,943	1,573	22.3	6.2
MARYLAND	80,289	88,530	88,156	7,867	-374	9.8	-0.4
MASSACHUSETTS	118,024	128,106	129,379	11,355	1,273	9.6	1.0
MICHIGAN	140,848	149,384	148,841	7,993	-543	5.7	-0.4
MINNESOTA	70,813	81,986	82,478	11,665	492	16.5	0.6
MISSISSIPPI	27,638	54,626	57,631	29,993	3,005	108.5	5.5
MISSOURI	90,370	97,218	97,276	6,906	58	7.6	0.1
MONTANA	8,094	14,755	14,745	6,651	-10	82.2	-0.1
NEBRASKA	24,749	29,899	30,206	5,457	307	22.0	1.0
NEVADA	10,158	14,026	14,524	4,366	498	43.0	3.6
NEW HAMPSHIRE	8,674	15,354	15,674	7,000	320	80.7	2.1
NEW JERSEY	137,524	166,196	167,255	29,731	1,059	21.6	0.6
NEW MEXICO	14,498	29,413	30,906	16,408	1,493	113.2	5.1
NEW YORK	220,635	250,318	244,294	23,659	-6,024	10.7	-2.4
NORTH CAROLINA	91,143	105,945	106,414	15,271	469	16.8	0.4
NORTH DAKOTA	8,472	11,664	11,836	3,364	172	39.7	1.5
OHIO	154,520	191,445	190,915	36,395	-530	23.6	-0.3
OKLAHOMA	42,660	63,986	62,639	19,979	-1,347	46.8	-2.1
OREGON	33,524	41,784	42,173	8,649	389	25.8	0.9
PENNSYLVANIA	193,019	181,625	186,627	-6,392	5,002	-3.3	2.8
PUERTO RICO	9,763	38,686	36,613	26,850	-2,073	275.0	-5.4
RHODE ISLAND	14,997	18,705	18,974	3,977	269	26.5	1.4
SOUTH CAROLINA	69,448	72,338	74,108	4,660	1,770	6.7	2.4
SOUTH DAKOTA	9,192	13,534	13,916	4,724	382	51.4	2.8
TENNESSEE	97,165	95,169	97,047	-118	1,878	-0.1	2.0
TEXAS	217,002	290,185	300,220	83,218	10,035	38.3	3.5
UTAH	36,063	40,882	42,624	6,561	1,742	18.2	4.3
VERMONT	4,084	8,855	9,341	5,257	486	128.7	5.5
VIRGINIA	74,048	101,874	103,920	29,872	2,046	40.3	2.0
WASHINGTON	54,778	66,436	69,651	14,873	3,215	27.2	4.8
WEST VIRGINIA	29,055	45,857	44,643	15,588	-1,214	53.6	-2.6
WISCONSIN	54,089	73,351	75,144	21,055	1,793	38.9	2.4
WYOMING	6,777	9,564	9,659	2,882	95	42.5	1.0
AMERICAN SAMOA	139	114	183	44	69	31.7	60.5
GUAM	2,322	1,463	1,511	-811	48	-34.9	3.3
NORTHERN MARIANAS	-	184	383	-	199	-	108.2
TRUST TERRITORIES	1,120	-	-	-	-	-	-
VIRGIN ISLANDS	1,141	-	1,281	140	-	12.3	-
BUR. OF INDIAN AFFAIRS	-	5,366	6,311	-	945	-	17.6
U.S. & INSULAR AREAS	3,484,769	4,166,692	4,235,263	750,494	68,571	21.5	1.6
50 STATES, D.C. & P.R.	3,480,047	4,159,565	4,225,594	745,547	66,029	21.4	1.6

STATES DID NOT PROVIDE DATA FOR CHILDREN UNDER THE AGE OF 5 BY INDIVIDUAL HANDICAPPING CONDITION.

DATA AS OF OCTOBER 1, 1988.

SMACLIB(REPM1E2Z)

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	52,353	87,753	87,481	35,128	-272	67.1	-0.3
ALASKA	7,007	8,328	8,660	1,653	332	23.6	4.0
ARIZONA	41,123	49,366	49,980	8,857	614	21.5	1.2
ARKANSAS	24,264	42,287	41,121	16,857	-1,166	69.5	-2.8
CALIFORNIA	301,836	365,013	378,704	76,868	13,691	25.5	3.8
COLORADO	42,366	43,709	45,526	3,160	1,817	7.5	4.2
CONNECTICUT	58,171	56,886	56,194	-1,977	-692	-3.4	-1.2
DELAWARE	11,979	10,710	10,151	-1,828	-559	-15.3	-5.2
DISTRICT OF COLUMBIA	5,551	2,157	2,352	-3,199	195	-57.6	9.0
FLORIDA	106,268	164,330	175,485	69,217	11,155	65.1	6.8
GEORGIA	79,138	85,828	85,050	5,912	-778	7.5	-0.9
HAWAII	9,548	10,590	10,754	1,206	164	12.6	1.5
IDAHO	13,412	17,053	17,887	4,475	834	33.4	4.9
ILLINOIS	187,690	188,339	190,538	2,848	2,199	1.5	1.2
INDIANA	80,426	92,326	93,793	13,367	1,467	16.6	1.6
IOWA	45,929	50,809	50,926	4,997	117	10.9	0.2
KANSAS	33,230	37,550	37,952	4,722	402	14.2	1.1
KENTUCKY	52,926	66,009	66,360	13,434	351	25.4	0.5
LOUISIANA	77,169	64,370	59,228	-17,941	-5,142	-23.2	-8.0
MAINE	21,455	23,355	24,211	2,756	856	12.8	3.7
MARYLAND	79,144	82,559	82,006	2,862	-553	3.6	-0.7
MASSACHUSETTS	113,273	120,065	121,345	8,072	1,280	7.1	1.1
MICHIGAN	127,123	136,867	136,573	9,450	-294	7.4	-0.2
MINNESOTA	66,592	73,255	73,544	6,952	289	10.4	0.4
MISSISSIPPI	26,443	51,785	52,777	26,334	992	99.6	1.9
MISSOURI	84,525	91,921	92,440	7,915	519	9.4	0.6
MONTANA	7,645	13,351	13,325	5,680	-26	74.3	-0.2
NEBRASKA	22,256	27,149	27,540	5,284	391	23.7	1.4
NEVADA	9,395	13,182	13,653	4,258	471	45.3	3.6
NEW HAMPSHIRE	8,385	14,249	14,556	6,171	307	73.6	2.2
NEW JERSEY	132,769	153,690	154,160	21,391	470	16.1	0.3
NEW MEXICO	13,832	28,164	29,638	15,806	1,474	114.3	5.2
NEW YORK	214,522	244,908	241,029	26,507	-3,879	12.4	-1.6
NORTH CAROLINA	87,034	100,404	99,732	12,698	-672	14.6	-0.7
NORTH DAKOTA	8,070	10,656	10,815	2,745	159	34.0	1.5
OHIO	150,451	184,240	183,556	33,105	-684	22.0	-0.4
OKLAHOMA	39,898	58,351	57,251	17,353	-1,100	43.5	-1.9
OREGON	31,244	40,607	40,876	9,632	269	30.8	0.7
PENNSYLVANIA	182,012	174,491	177,094	-4,918	2,603	-2.7	1.5
PUERTO RICO	9,522	36,407	33,726	24,204	-2,681	254.2	-7.4
RHODE ISLAND	13,928	17,505	17,584	3,656	79	26.2	0.5
SOUTH CAROLINA	65,670	66,667	67,135	1,465	468	2.2	0.7
SOUTH DAKOTA	8,741	11,721	12,072	3,331	351	38.1	3.0
TENNESSEE	89,849	88,423	90,499	650	2,076	0.7	2.3
TEXAS	193,937	270,048	279,231	85,294	9,183	44.0	3.4
UTAH	34,585	38,789	40,466	5,881	1,677	17.0	4.3
VERMONT	3,549	8,368	8,841	5,292	473	149.1	5.7
VIRGINIA	69,817	92,930	94,933	25,116	2,003	36.0	2.2
WASHINGTON	53,248	59,874	62,392	9,144	2,518	17.2	4.2
WEST VIRGINIA	28,221	43,044	41,894	13,673	-1,150	48.4	-2.7
WISCONSIN	50,058	64,417	65,873	15,815	1,456	31.6	2.3
WYOMING	6,440	9,263	9,242	2,802	-21	43.5	-0.2
AMERICAN SAMOA	131	110	163	32	53	24.4	48.2
GUAM	2,279	1,400	1,398	-881	-2	-38.7	-0.1
NORTHERN MARIANAS	-	158	210	-	52	-	32.9
TRUST TERRITORIES	983	-	-	-	-	-	-
VIRGIN ISLANDS	1,141	-	1,215	74	-	6.5	-
BUR. OF INDIAN AFFAIRS	-	5,092	5,667	-	575	-	11.3
U.S. & INSULAR AREAS	3,288,553	3,900,878	3,946,804	658,251	45,926	20.0	1.2
50 STATES, D.C. & P.R.	3,284,019	3,894,118	3,938,151	654,132	44,033	19.9	1.1

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

LEARNING DISABLED

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	5,407	28,855	29,713	24,306	858	449.5	3.0
ALASKA	3,873	5,322	5,381	1,508	59	38.9	1.1
ARIZONA	17,161	27,812	28,300	11,139	488	64.9	1.8
ARKANSAS	5,061	22,810	22,769	17,708	-41	349.9	-0.2
CALIFORNIA	73,416	217,390	225,824	152,408	8,434	207.6	3.9
COLORADO	16,360	22,222	23,115	6,755	893	41.3	4.0
CONNECTICUT	19,065	28,144	29,477	10,412	1,333	54.6	4.7
DELAWARE	4,345	6,375	6,244	1,899	-131	43.7	-2.1
DISTRICT OF COLUMBIA	1,591	969	981	-610	12	-38.3	1.2
FLORIDA	31,687	69,929	75,546	43,859	5,617	138.4	8.0
GEORGIA	15,558	25,716	25,452	9,894	-264	63.6	-1.0
HAWAII	4,867	6,516	6,452	1,585	-64	32.6	-1.0
IDAHO	5,551	9,484	10,122	4,571	638	82.3	6.7
ILLINOIS	51,644	90,650	93,799	42,155	3,149	81.6	3.5
INDIANA	5,381	34,751	36,317	30,936	1,566	574.9	4.5
IOWA	17,173	21,989	22,353	5,180	364	30.2	1.7
KANSAS	8,240	16,630	16,703	8,463	73	102.7	0.4
KENTUCKY	7,399	21,406	21,449	14,050	43	189.9	0.2
LOUISIANA	10,662	31,257	24,988	14,326	-6,269	134.4	-20.1
MAINE	7,125	9,980	10,425	3,300	445	46.3	4.5
MARYLAND	28,938	49,051	44,259	15,321	-4,792	52.9	-9.8
MASSACHUSETTS	17,795	44,035	44,501	26,706	466	150.1	1.1
MICHIGAN	27,226	63,290	65,075	37,849	1,785	139.0	2.8
MINNESOTA	21,236	36,167	35,739	14,503	-428	68.3	-1.2
MISSISSIPPI	2,728	24,532	25,929	23,201	1,397	850.5	5.7
MISSOURI	21,988	41,527	43,009	21,021	1,482	95.6	3.6
MONTANA	2,765	7,490	7,559	4,794	69	173.4	0.9
NEBRASKA	5,360	11,916	12,203	6,843	287	127.7	2.4
NEVADA	4,646	7,983	8,414	3,768	431	81.1	5.4
NEW HAMPSHIRE	3,059	9,224	9,414	6,355	190	207.7	2.1
NEW JERSEY	32,680	75,254	77,616	44,936	2,362	137.5	3.1
NEW MEXICO	6,137	13,050	13,563	7,426	513	121.0	3.9
NEW YORK	33,880	149,108	151,130	117,250	2,022	346.1	1.4
NORTH CAROLINA	17,501	44,635	43,393	25,892	-1,242	147.9	-2.8
NORTH DAKOTA	2,378	5,181	5,277	2,899	96	121.9	1.9
OHIO	32,334	74,591	74,231	41,897	-360	129.6	-0.5
OKLAHOMA	14,776	27,880	27,228	12,452	-652	84.3	-2.3
OREGON	10,905	25,332	24,391	13,486	-941	123.7	-3.7
PENNSYLVANIA	19,451	73,735	76,481	57,030	2,746	293.2	3.7
PUERTO RICO	972	8,058	9,371	8,399	1,313	864.1	16.3
RHODE ISLAND	4,430	12,015	12,092	7,662	77	173.0	0.6
SOUTH CAROLINA	10,777	24,602	25,886	15,109	1,284	140.2	5.2
SOUTH DAKOTA	1,166	5,194	5,516	4,350	322	373.1	6.2
TENNESSEE	34,923	44,445	43,436	8,513	-1,009	24.4	-2.3
TEXAS	48,469	154,643	160,525	112,056	5,882	231.2	3.8
UTAH	13,194	15,675	17,275	4,081	1,600	30.9	10.2
VERMONT	1,925	4,380	4,774	2,849	394	148.0	9.0
VIRGINIA	15,928	46,011	48,297	32,369	2,286	203.2	5.0
WASHINGTON	10,016	33,262	33,889	23,873	627	238.3	1.9
WEST VIRGINIA	5,713	19,370	19,509	13,796	139	241.5	0.7
WISCONSIN	14,199	22,418	22,986	8,787	568	61.9	2.5
WYOMING	3,034	4,769	5,090	2,056	321	67.8	6.7
AMERICAN SAMOA	37	0	0	-37	0	-100.0	0.0
GUAM	148	732	747	599	15	404.7	2.0
NORTHERN MARIANAS	-	99	108	-	9	-	9.1
TRUST TERRITORIES	257	-	-	-	-	-	-
VIRGIN ISLANDS	176	-	274	98	-	55.7	-
BUR. OF INDIAN AFFAIRS	-	2,810	3,338	-	528	-	18.8
U.S. & INSULAR AREAS	782,713	1,880,671	1,917,935	1,135,222	37,264	145.0	2.0
50 STATES, D.C. & P.R	782,095	1,877,030	1,913,468	1,131,373	36,438	144.7	1.9

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

SPEECH IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1986-87	NUMBER SERVED 1987-88	CHANGE IN NUMBER SERVED 1976-77 - 1987-88	CHANGE IN NUMBER SERVED 1986-87 - 1987-88	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1987-88	PERCENT CHANGE IN NUMBER SERVED 1986-87 - 1987-88
ALABAMA	14,010	18,336	18,517	4,507	181	32.2	1.0
ALASKA	1,621	1,827	1,981	360	154	22.2	8.4
ARIZONA	11,282	10,093	10,337	-945	244	-8.4	2.4
ARKANSAS	6,856	7,197	6,646	-210	-551	-3.1	-7.7
CALIFORNIA	109,617	84,078	87,088	-22,529	3,010	-20.6	3.6
COLORADO	12,358	7,114	7,623	-4,735	509	-38.3	7.2
CONNECTICUT	15,914	9,859	9,658	-6,256	-201	-39.3	-2.0
DELAWARE	3,003	1,548	1,502	-1,501	-46	-50.0	-3.0
DISTRICT OF COLUMBIA	1,989	898	1,027	-962	129	-48.4	14.4
FLORIDA	33,035	50,271	53,818	20,783	3,547	62.9	7.1
GEORGIA	21,181	18,761	18,634	-2,547	-127	-12.0	-0.7
HAWAII	2,359	2,019	1,963	-396	-56	-16.8	-2.8
IDAHO	3,031	3,022	3,232	201	210	6.6	6.9
ILLINOIS	66,172	55,500	56,324	-9,848	824	-14.9	1.5
INDIANA	47,848	34,812	34,729	-13,119	-83	-27.4	-0.2
IOWA	14,698	10,002	9,639	-5,059	-363	-34.4	-3.6
KANSAS	13,378	9,909	10,303	-3,075	394	-23.0	4.0
KENTUCKY	20,579	22,092	22,297	1,718	205	8.3	0.9
LOUISIANA	39,980	17,557	18,306	-21,674	749	-54.2	4.3
MAINE	5,595	4,697	5,190	-405	493	-7.2	10.5
MARYLAND	29,678	20,634	23,584	-6,094	2,950	-20.5	14.3
MASSACHUSETTS	33,665	25,985	26,251	-7,414	266	-22.0	1.0
MICHIGAN	56,929	33,720	32,779	-24,150	-941	-42.4	-2.8
MINNESOTA	23,621	13,519	13,975	-9,646	456	-40.8	3.4
MISSISSIPPI	8,923	15,938	16,343	7,420	405	83.2	2.5
MISSOURI	32,199	25,826	25,575	-6,624	-251	-20.6	-1.0
MONTANA	2,336	3,448	3,394	1,058	-54	45.3	-1.6
NEBRASKA	8,319	7,118	7,308	-1,011	190	-12.2	2.7
NEVADA	2,743	2,667	2,636	-107	-31	-3.9	-1.2
NEW HAMPSHIRE	1,239	2,359	2,439	1,200	80	96.9	3.4
NEW JERSEY	65,675	50,901	49,981	-15,694	-920	-23.9	-1.8
NEW MEXICO	1,709	8,674	9,531	7,822	857	457.7	9.9
NEW YORK	59,238	23,914	21,026	-38,212	-2,888	-64.5	-12.1
NORTH CAROLINA	23,653	22,730	22,817	-836	87	-3.5	0.4
NORTH DAKOTA	3,706	3,265	3,407	-299	142	-8.1	4.3
OHIO	55,467	48,709	49,012	-6,455	303	-11.6	0.6
OKLAHOMA	11,955	16,213	15,945	3,990	-268	33.4	-1.7
OREGON	9,691	10,271	11,086	1,395	815	14.4	7.9
PENNSYLVANIA	91,348	50,609	51,582	-39,766	973	-43.5	1.9
PUERTO RICO	187	1,892	1,345	1,158	-547	619.3	-28.9
RHODE ISLAND	4,662	2,792	2,771	-1,891	-21	-40.6	-0.8
SOUTH CAROLINA	20,371	16,851	17,050	-3,321	199	-16.3	1.2
SOUTH DAKOTA	5,667	3,872	3,824	-1,843	-48	-32.5	-1.2
TENNESSEE	25,444	22,429	25,404	-40	2,975	-0.2	13.3
TEXAS	65,363	54,517	56,189	-9,174	1,672	-14.0	3.1
UTAH	5,951	7,588	8,102	2,151	514	36.1	6.8
VERMONT	1,405	2,484	2,631	1,226	147	87.3	5.9
VIRGINIA	27,267	23,022	23,197	-4,070	175	-14.9	0.8
WASHINGTON	24,001	11,078	11,806	-12,195	728	-50.8	6.6
WEST VIRGINIA	9,335	11,390	10,572	1,237	-818	13.3	-7.2
WISCONSIN	12,696	11,795	12,216	-480	421	-3.8	3.6
WYOMING	1,582	2,479	2,455	873	-24	55.2	-1.0
AMERICAN SAMOA	0	52	94	94	42	100.0	80.8
GUAM	481	135	139	-342	4	-71.1	3.0
NORTHERN MARIANAS	-	12	27	-	15	-	125.0
TRUST TERRITORIES	41	-	-	-	-	-	-
VIRGIN ISLANDS	325	-	222	-103	-	-31.7	-
BUR. OF INDIAN AFFAIRS	-	1,203	1,375	-	172	-	14.3
U.S. & INSULAR AREAS	1,171,378	929,683	946,904	-224,474	17,221	-19.2	1.9
50 STATES, D.C. & P.R.	1,170,531	928,281	945,047	-225,484	16,766	-19.3	1.8

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

MENTALLY RETARDED

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	30,650	31,197	30,120	-530	-1,077	-1.7	-3.5
ALASKA	860	326	319	-541	-7	-62.9	-2.1
ARIZONA	7,821	4,975	5,011	-2,810	36	-35.9	0.7
ARKANSAS	11,538	10,940	10,424	-1,114	-516	-9.7	-4.7
CALIFORNIA	37,439	23,584	23,527	-13,912	-57	-37.2	-0.2
COLORADO	6,518	2,953	2,707	-3,811	-246	-58.5	-8.3
CONNECTICUT	8,479	3,865	3,623	-4,856	-242	-57.3	-6.3
DELAWARE	2,207	685	663	-1,544	-22	-70.0	-3.2
DISTRICT OF COLUMBIA	1,251	190	186	-1,065	-4	-85.1	-2.1
FLORIDA	29,603	19,735	20,107	-9,496	372	-32.1	1.9
GEORGIA	30,276	23,549	22,704	-7,572	-845	-25.0	-3.6
HAWAII	1,970	1,009	1,086	-884	77	-44.9	7.6
IDAHO	3,306	2,788	2,755	-551	-33	-16.7	-1.2
ILLINOIS	39,109	20,085	18,960	-20,149	-1,125	-51.5	-5.6
INDIANA	23,631	17,421	16,870	-6,761	-551	-28.6	-3.2
IOWA	11,588	10,638	10,548	-1,040	-90	-9.0	-0.8
KANSAS	7,709	5,608	5,540	-2,169	-68	-28.1	-1.2
KENTUCKY	20,566	17,825	17,642	-2,924	-183	-14.2	-1.0
LOUISIANA	20,419	8,991	9,127	-11,292	136	-55.3	1.5
MAINE	4,785	3,345	3,117	-1,668	-228	-34.9	-6.8
MARYLAND	15,269	5,592	5,565	-9,704	-27	-63.6	-0.5
MASSACHUSETTS	28,318	25,852	26,137	-2,181	285	-7.7	1.1
MICHIGAN	23,110	14,740	13,934	-9,176	-806	-39.7	-5.5
MINNESOTA	13,691	11,164	10,732	-2,959	-432	-21.6	-3.9
MISSISSIPPI	14,169	9,952	9,078	-5,091	-874	-35.9	-8.8
MISSOURI	21,845	14,314	13,606	-8,239	-708	-37.7	-4.9
MONTANA	1,784	1,107	1,119	-665	12	-37.3	1.1
NEBRASKA	7,046	4,473	4,242	-2,804	-231	-39.8	-5.2
NEVADA	1,188	899	987	-201	88	-16.9	9.8
NEW HAMPSHIRE	2,303	768	730	-1,573	-38	-68.3	-4.9
NEW JERSEY	17,791	6,048	5,378	-12,413	-670	-69.8	-11.1
NEW MEXICO	4,140	2,115	2,078	-2,062	-37	-49.8	-1.7
NEW YORK	45,211	22,322	20,613	-24,598	-1,709	-54.4	-7.7
NORTH CAROLINA	41,965	20,996	20,643	-21,322	-353	-50.8	-1.7
NORTH DAKOTA	1,601	1,477	1,394	-207	-83	-12.9	-5.6
OHIO	54,567	43,455	42,536	-12,031	-919	-22.0	-2.1
OKLAHOMA	11,579	11,174	10,911	-668	-263	-5.8	-2.4
OREGON	5,137	1,659	1,684	-3,453	25	-67.2	1.5
PENNSYLVANIA	49,093	32,268	30,957	-18,136	-1,311	-36.9	-4.1
PUERTO RICO	7,263	19,146	17,057	9,794	-2,089	134.8	-10.9
RHODE ISLAND	2,113	951	930	-1,183	-21	-56.0	-2.2
SOUTH CAROLINA	27,468	16,716	15,764	-11,704	-952	-42.6	-5.7
SOUTH DAKOTA	1,310	1,441	1,461	151	20	11.5	1.4
TENNESSEE	22,004	13,925	14,116	-7,888	191	-35.8	1.4
TEXAS	36,422	24,252	23,509	-12,913	-743	-35.5	-3.1
UTAH	4,436	3,114	3,125	-1,311	11	-29.6	0.4
VERMONT	83	752	613	530	-139	638.6	-18.5
VIRGINIA	20,244	13,515	13,055	-7,189	-460	-35.5	-3.4
WASHINGTON	9,383	6,844	6,839	-2,544	-5	-27.1	-0.1
WEST VIRGINIA	11,279	9,216	8,650	-2,629	-566	-23.3	-6.1
WISCONSIN	16,217	5,130	5,004	-11,213	-126	-69.1	-2.5
WYOMING	964	487	652	-312	165	-32.4	33.9
AMERICAN SAMOA	65	46	54	-11	8	-16.9	17.4
GUAM	512	518	496	-16	-22	-3.1	-4.2
NORTHERN MARIANAS	-	13	18	-	5	-	38.5
TRUST TERRITORIES	495	-	-	-	-	-	-
VIRGIN ISLANDS	500	-	599	99	-	19.8	-
BUR. OF INDIAN AFFAIRS	-	442	415	-	-27	-	-6.1
U.S. & INSULAR AREAS	820,290	556,592	539,717	-280,573	-16,875	-34.2	-3.0
50 STATES, D.C. & P.R.	818,718	555,573	538,135	-280,583	-17,438	-34.3	-3.1

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

EMOTIONALLY DISTURBED

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	803	6,190	5,998	5,195	-192	646.9	-3.1
ALASKA	234	343	436	202	93	86.3	27.1
ARIZONA	3,576	3,886	3,520	-56	-366	-1.6	-9.4
ARKANSAS	185	452	404	219	-48	118.4	-10.6
CALIFORNIA	20,766	9,622	10,497	-10,269	875	-49.5	9.1
COLORADO	4,434	8,295	8,628	4,194	333	94.6	4.0
CONNECTICUT	9,969	12,498	11,664	1,695	-834	17.0	-6.7
DELAWARE	2,366	1,792	1,565	-801	-227	-33.9	-12.7
DISTRICT OF COLUMBIA	447	71	104	-343	33	-76.7	46.5
FLORIDA	7,009	18,923	20,047	13,038	1,124	186.0	5.9
GEORGIA	8,271	15,799	16,194	7,923	395	95.8	2.5
HAWAII	136	466	592	456	126	335.3	27.0
IDAHO	505	468	497	-8	29	-1.6	6.2
ILLINOIS	24,803	17,934	16,748	-8,055	-1,186	-32.5	-6.6
INDIANA	1,073	3,575	3,934	2,861	359	266.6	10.0
IOWA	1,520	5,897	6,067	4,547	170	299.1	2.9
KANSAS	1,626	3,997	4,014	2,388	17	146.9	0.4
KENTUCKY	1,448	2,546	2,715	1,267	169	87.5	6.6
LOUISIANA	3,257	3,283	3,319	62	36	1.9	1.1
MAINE	2,501	3,577	3,693	1,192	116	47.7	3.2
MARYLAND	2,906	3,451	3,599	693	148	23.8	4.3
MASSACHUSETTS	19,676	16,897	17,083	-2,593	186	-13.2	1.1
MICHIGAN	11,947	18,667	18,016	6,069	-651	50.8	-3.5
MINNESOTA	4,237	9,308	10,190	5,953	882	140.5	9.5
MISSISSIPPI	38	290	247	209	-43	550.0	-14.8
MISSOURI	4,723	7,854	7,857	3,134	3	66.4	0.0
MONTANA	280	613	609	329	-4	117.5	-0.7
NEBRASKA	892	2,133	2,293	1,401	160	157.1	7.5
NEVADA	280	901	896	616	-5	220.0	-0.6
NEW HAMPSHIRE	465	1,386	1,437	972	51	209.0	3.7
NEW JERSEY	10,421	14,169	13,777	3,356	-392	32.2	-2.8
NEW MEXICO	1,225	2,841	2,947	1,722	106	140.6	3.7
NEW YORK	40,906	38,088	36,682	-4,224	-1,406	-10.3	-3.7
NORTH CAROLINA	1,420	7,103	7,788	6,368	685	448.5	9.6
NORTH DAKOTA	164	455	456	292	1	178.0	0.2
OHIO	1,574	7,248	7,320	5,746	72	365.1	1.0
OKLAHOMA	402	1,128	1,226	824	98	205.0	8.7
OREGON	2,096	2,094	2,146	50	52	2.4	2.5
PENNSYLVANIA	7,168	13,742	14,094	6,926	352	96.6	2.6
PUERTO RICO	306	1,480	1,063	757	-417	247.4	-28.2
RHODE ISLAND	887	1,220	1,224	337	4	38.0	0.3
SOUTH CAROLINA	3,961	6,331	6,177	2,216	-154	55.9	-2.4
SOUTH DAKOTA	110	496	483	373	-13	339.1	-2.6
TENNESSEE	1,936	2,035	1,911	-25	-124	-1.3	-6.1
TEXAS	8,127	21,622	22,428	14,301	806	176.0	3.7
UTAH	10,030	10,501	10,009	-21	-492	-0.2	-4.7
VERMONT	38	471	523	485	52	1,276.3	11.0
VIRGINIA	3,205	7,284	7,305	4,100	21	127.9	0.3
WASHINGTON	5,721	2,985	3,931	-1,790	946	-31.3	31.7
WEST VIRGINIA	585	2,294	2,340	1,755	46	300.0	2.0
WISCONSIN	4,299	9,125	9,581	5,282	456	122.9	5.0
WYOMING	389	488	451	62	-37	15.9	-7.6
AMERICAN SAMOA	0	0	0	0	0	0.0	0.0
GUAM	23	0	0	-23	0	-100.0	0.0
NORTHERN MARIANAS	-	0	0	-	0	-	0.0
TRUST TERRITORIES	70	-	-	-	-	-	-
VIRGIN ISLANDS	45	-	55	10	-	22.2	-
BUR. OF INDIAN AFFAIRS	-	271	212	-	-59	-	-21.8
U.S. & INSULAR AREAS	245,481	334,585	336,992	91,511	2,407	37.3	0.7
50 STATES, D.C. & P.R.	245,343	334,314	336,725	91,382	2,411	37.2	0.7

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

HARD OF HEARING & DEAF

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
STATE	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	334	799	729	395	-70	118.3	-8.8
ALASKA	266	114	99	-167	-15	-62.8	-13.2
ARIZONA	371	493	556	185	63	49.9	12.8
ARKANSAS	160	301	295	135	-6	84.4	-2.0
CALIFORNIA	5,524	5,723	5,943	419	220	7.6	3.8
COLORADO	881	625	613	-268	-12	-30.4	-1.9
CONNECTICUT	1,154	568	542	-612	-26	-53.0	-4.6
DELAWARE	28	65	62	34	-3	121.4	-4.6
DISTRICT OF COLUMBIA	203	27	35	-168	8	-82.8	29.6
FLORIDA	1,366	1,074	1,110	-256	36	-18.7	3.4
GEORGIA	1,396	777	822	-574	45	-41.1	5.8
HAWAII	160	161	193	33	32	20.6	19.9
IDAHO	238	243	243	5	0	2.1	0.0
ILLINOIS	1,508	1,370	1,358	-150	-12	-9.9	-0.9
INDIANA	880	621	648	-232	27	-26.4	4.3
IOWA	506	620	652	146	32	28.9	5.2
KANSAS	1,497	377	370	-1,127	-7	-75.3	-1.9
KENTUCKY	721	472	487	-234	15	-32.5	3.2
LOUISIANA	710	901	858	148	-43	20.8	-4.8
MAINE	391	265	247	-144	-18	-36.8	-6.8
MARYLAND	1,031	691	867	-164	176	-15.9	25.5
MASSACHUSETTS	5,188	1,511	1,524	-3,664	13	-70.6	0.9
MICHIGAN	2,498	2,275	2,249	-249	-26	-10.0	-1.1
MINNESOTA	1,168	1,093	1,116	-52	23	-4.5	2.1
MISSISSIPPI	347	311	299	-48	-12	-13.8	-3.9
MISSOURI	1,040	663	661	-379	-2	-36.4	-0.3
MONTANA	232	133	113	-119	-20	-51.3	-15.0
NEBRASKA	268	453	368	100	-85	37.3	-18.8
NEVADA	135	133	134	-1	1	-0.7	0.8
NEW HAMPSHIRE	261	66	52	-209	-14	-80.1	-21.2
NEW JERSEY	2,104	1,121	1,046	-1,058	-75	-50.3	-6.7
NEW MEXICO	179	289	320	141	31	78.8	10.7
NEW YORK	4,114	2,055	2,031	-2,083	-24	-50.6	-1.2
NORTH CAROLINA	926	1,132	1,170	244	38	26.3	3.4
NORTH DAKOTA	76	99	100	24	1	31.6	1.0
OHIO	2,241	2,029	1,982	-259	-47	-11.6	-2.3
OKLAHOMA	449	483	463	14	-20	3.1	-4.1
OREGON	517	116	210	-307	94	-59.4	81.0
PENNSYLVANIA	3,842	2,262	2,199	-1,643	-63	-42.8	-2.8
PUERTO RICO	590	1,372	1,139	549	-233	93.1	-17.0
RHODE ISLAND	176	147	152	-24	5	-13.6	3.4
SOUTH CAROLINA	1,100	780	813	-287	33	-26.1	4.2
SOUTH DAKOTA	74	222	253	179	31	241.9	14.0
TENNESSEE	1,575	1,108	1,067	-508	-41	-32.3	-3.7
TEXAS	2,000	801	1,016	-984	215	-49.2	26.8
UTAH	385	267	271	-114	4	-29.6	1.5
VERMONT	27	95	87	60	-8	222.2	-8.4
VIRGINIA	1,130	957	914	-216	-43	-19.1	-4.5
WASHINGTON	1,852	1,015	1,113	-739	98	-39.9	9.7
WEST VIRGINIA	342	265	274	-68	9	-19.9	3.4
WISCONSIN	826	171	191	-635	20	-76.9	11.7
WYOMING	129	130	184	55	54	42.6	41.5
AMERICAN SAMOA	23	10	13	-10	3	-43.5	30.0
GUAM	1,087	0	0	-1,087	0	-100.0	0.0
NORTHERN MARIANAS	-	7	7	-	0	-	0.0
TRUST TERRITORIES	53	-	-	-	-	-	-
VIRGIN ISLANDS	63	-	26	-37	-	-58.7	-
BUR. OF INDIAN AFFAIRS	-	25	38	-	13	-	52.0
U.S. & INSULAR AREAS	56,342	39,883	40,324	-16,018	441	-28.4	1.1
50 STATES, D.C. & P.R.	55,116	39,841	40,240	-14,876	399	-27.0	1.0

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6–21 YEARS OLD SERVED UNDER EHA–B

MULTIHANDICAPPED

STATE	←——NUMBER SERVED 1976–77	1986–87	——→ 1987–88	←CHANGE IN NUMBER SERVED→ 1976–77 - 1987–88	1986–87 - 1987–88	PERCENT CHANGE ←—IN NUMBER SERVED—→ 1976–77 - 1987–88	1986–87 - 1987–88
ALABAMA	–	916	932	–	16	–	1.7
ALASKA	–	186	229	–	43	–	23.1
ARIZONA	–	1,060	1,138	–	78	–	7.4
ARKANSAS	–	251	264	–	13	–	5.2
CALIFORNIA	–	4,812	5,184	–	372	–	7.7
COLORADO	–	1,668	1,930	–	262	–	15.7
CONNECTICUT	–	661	644	–	−17	–	−2.6
DELAWARE	–	173	57	–	−116	–	−67.1
DISTRICT OF COLUMBIA	–	1	8	–	7	–	700.0
FLORIDA	–	0	0	–	0	–	0.0
GEORGIA	–	0	0	–	0	–	0.0
HAWAII	–	110	119	–	9	–	8.2
IDAHO	–	181	178	–	−3	–	−1.7
ILLINOIS	–	0	105	–	105	–	100.0
INDIANA	–	333	438	–	105	–	31.5
IOWA	–	590	599	–	9	–	1.5
KANSAS	–	302	313	–	11	–	3.6
KENTUCKY	–	757	775	–	18	–	2.4
LOUISIANA	–	514	489	–	−25	–	−4.9
MAINE	–	770	804	–	34	–	4.4
MARYLAND	–	1,847	2,484	–	637	–	34.5
MASSACHUSETTS	–	2,521	2,551	–	30	–	1.2
MICHIGAN	–	141	190	–	49	–	34.8
MINNESOTA	–	0	0	–	0	–	0.0
MISSISSIPPI	–	186	181	–	−5	–	−2.7
MISSOURI	–	386	388	–	2	–	0.5
MONTANA	–	235	203	–	−32	–	−13.6
NEBRASKA	–	395	360	–	−35	–	−8.9
NEVADA	–	325	297	–	−28	–	−8.6
NEW HAMPSHIRE	–	115	121	–	6	–	5.2
NEW JERSEY	–	4,767	5,221	–	454	–	9.5
NEW MEXICO	–	586	545	–	−41	–	−7.0
NEW YORK	–	5,018	5,038	–	20	–	0.4
NORTH CAROLINA	–	942	879	–	−63	–	−6.7
NORTH DAKOTA	–	0	0	–	0	–	0.0
OHIO	–	3,778	4,034	–	256	–	6.8
OKLAHOMA	–	831	890	–	59	–	7.1
OREGON	–	0	0	–	0	–	0.0
PENNSYLVANIA	–	0	0	–	0	–	0.0
PUERTO RICO	–	2,036	1,834	–	−202	–	−9.9
RHODE ISLAND	–	32	47	–	15	–	46.9
SOUTH CAROLINA	–	177	259	–	82	–	46.3
SOUTH DAKOTA	–	305	318	–	13	–	4.3
TENNESSEE	–	1,315	1,308	–	−7	–	−0.5
TEXAS	–	2,961	3,009	–	48	–	1.6
UTAH	–	1,110	1,064	–	−46	–	−4.1
VERMONT	–	7	12	–	5	–	71.4
VIRGINIA	–	1,031	1,013	–	−18	–	−1.7
WASHINGTON	–	1,046	1,170	–	124	–	11.9
WEST VIRGINIA	–	3	0	–	−3	–	−100.0
WISCONSIN	–	15,112	15,152	–	40	–	0.3
WYOMING	–	598	0	–	−598	–	−100.0
AMERICAN SAMOA	–	0	1	–	1	–	100.0
GUAM	–	0	0	–	0	–	0.0
NORTHERN MARIANAS	–	12	25	–	13	–	108.3
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	13	–	–	–	–
BUR. OF INDIAN AFFAIRS	–	247	233	–	−14	–	−5.7
U.S. & INSULAR AREAS	–	61,350	63,046	–	1,696	–	2.8
50 STATES, D.C. & P.R.	–	61,091	62,774	–	1,683	–	2.8

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1986-87	NUMBER SERVED 1987-88	CHANGE IN NUMBER SERVED 1976-77 - 1987-88	CHANGE IN NUMBER SERVED 1986-87 - 1987-88	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1987-88	PERCENT CHANGE IN NUMBER SERVED 1986-87 - 1987-88
ALABAMA	591	483	481	-110	-2	-18.6	-0.4
ALASKA	34	90	94	60	4	176.5	4.4
ARIZONA	300	411	507	207	96	69.0	23.4
ARKANSAS	165	62	66	-99	4	-60.0	6.5
CALIFORNIA	25,136	5,944	6,273	-18,863	329	-75.0	5.5
COLORADO	1,478	587	656	-822	69	-55.6	11.8
CONNECTICUT	924	284	225	-699	-59	-75.6	-20.8
DELAWARE	9	37	21	12	-16	133.3	-43.2
DISTRICT OF COLUMBIA	10	0	7	-3	7	-30.0	100.0
FLORIDA	1,809	1,874	1,931	122	57	6.7	3.0
GEORGIA	599	595	670	71	75	11.9	12.6
HAWAII	16	239	211	195	-28	1,218.7	-11.7
IDAHO	555	339	329	-226	-10	-40.7	-2.9
ILLINOIS	955	1,181	1,590	635	409	66.5	34.6
INDIANA	545	400	444	-101	44	-18.5	11.0
IOWA	338	915	923	585	8	173.1	0.9
KANSAS	255	361	361	106	0	41.6	0.0
KENTUCKY	385	350	381	-4	31	-1.0	8.9
LOUISIANA	349	631	684	335	53	96.0	8.4
MAINE	250	296	311	61	15	24.4	5.1
MARYLAND	755	407	533	-222	126	-29.4	31.0
MASSACHUSETTS	4,339	1,015	1,024	-3,315	9	-76.4	0.9
MICHIGAN	3,050	3,287	3,491	441	204	14.5	6.2
MINNESOTA	818	1,102	1,093	275	-9	33.6	-0.8
MISSISSIPPI	51	468	583	532	115	1,043.1	24.6
MISSOURI	1,005	672	776	-229	104	-22.8	15.5
MONTANA	56	103	122	66	19	117.9	18.4
NEBRASKA	231	548	642	411	94	177.9	17.2
NEVADA	163	96	119	-44	23	-27.0	24.0
NEW HAMPSHIRE	152	94	108	-44	14	-28.9	14.9
NEW JERSEY	1,644	596	582	-1,062	-14	-64.6	-2.3
NEW MEXICO	342	391	460	118	69	34.5	17.6
NEW YORK	4,235	1,018	1,027	-3,208	9	-75.7	0.9
NORTH CAROLINA	647	829	814	167	-15	25.8	-1.8
NORTH DAKOTA	65	83	74	9	-9	13.8	-10.8
OHIO	2,605	3,602	3,606	1,001	4	38.4	0.1
OKLAHOMA	431	288	262	-169	-26	-39.2	-9.0
OREGON	548	557	603	55	46	10.0	8.3
PENNSYLVANIA	2,537	899	800	-1,737	-99	-68.5	-11.0
PUERTO RICO	86	688	436	350	-252	407.0	-36.6
RHODE ISLAND	160	141	134	-26	-7	-16.3	-5.0
SOUTH CAROLINA	752	700	702	-50	2	-6.6	0.3
SOUTH DAKOTA	93	80	97	4	17	4.3	21.3
TENNESSEE	1,111	859	885	-226	26	-20.3	3.0
TEXAS	6,257	3,312	3,379	-2,878	67	-46.0	2.0
UTAH	245	179	195	-50	16	-20.4	8.9
VERMONT	15	53	65	50	12	333.3	22.6
VIRGINIA	787	572	596	-191	24	-24.3	4.2
WASHINGTON	1,288	702	777	-511	75	-39.7	10.7
WEST VIRGINIA	333	262	330	-3	68	-0.9	26.0
WISCONSIN	987	392	409	-578	17	-58.6	4.3
WYOMING	75	104	144	69	40	92.0	38.5
AMERICAN SAMOA	0	0	0	0	0	0.0	0.0
GUAM	2	8	9	7	1	350.0	12.5
NORTHERN MARIANAS	-	9	17	-	8	-	88.9
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	21	-	4	-17	-	-81.0	-
BUR. OF INDIAN AFFAIRS	-	38	21	-	-17	-	-44.7
U.S. & INSULAR AREAS	70,593	39,233	41,084	-29,509	1,851	-41.8	4.7
50 STATES, D.C. & P.R.	70,566	39,178	41,033	-29,533	1,855	-41.9	4.7

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

OTHER HEALTH IMPAIRED

STATE	←NUMBER SERVED→ 1976-77	1986-87	1987-88	←CHANGE IN NUMBER SERVED→ 1976-77 - 1987-88	1986-87 - 1987-88	PERCENT CHANGE ←IN NUMBER SERVED→ 1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	392	668	662	270	-6	68.9	-0.9
ALASKA	68	87	100	32	13	47.1	14.9
ARIZONA	427	380	354	-73	-26	-17.1	-6.8
ARKANSAS	207	189	169	-38	-20	-18.4	-10.6
CALIFORNIA	27,198	11,605	11,961	-15,237	356	-56.0	3.1
COLORADO	0	0	0	0	0	0.0	0.0
CONNECTICUT	2,149	965	321	-1,828	-644	-85.1	-66.7
DELAWARE	15	21	27	12	6	80.0	28.6
DISTRICT OF COLUMBIA	45	1	0	-45	-1	-100.0	-100.0
FLORIDA	1,187	1,885	2,289	1,102	404	92.8	21.4
GEORGIA	1,271	228	253	-1,018	25	-80.1	11.0
HAWAII	16	2	75	59	73	368.7	3,650.0
IDAHO	103	449	472	369	23	358.3	5.1
ILLINOIS	2,681	1,029	1,036	-1,645	7	-61.4	0.7
INDIANA	697	51	30	-667	-21	-95.7	-41.2
IOWA	1	0	0	-1	0	-100.0	0.0
KANSAS	310	201	164	-146	-37	-47.1	-18.4
KENTUCKY	1,521	250	261	-1,260	11	-82.8	4.4
LOUISIANA	1,523	902	1,110	-413	208	-27.1	23.1
MAINE	644	320	324	-320	4	-49.7	1.3
MARYLAND	93	581	745	652	164	701.1	28.2
MASSACHUSETTS	2,288	1,463	1,479	-809	16	-35.4	1.1
MICHIGAN	1,338	0	107	-1,231	107	-92.0	100.0
MINNESOTA	1,348	586	401	-947	-185	-70.3	-31.6
MISSISSIPPI	149	0	0	-149	0	-100.0	0.0
MISSOURI	1,284	377	266	-1,018	-111	-79.3	-29.4
MONTANA	85	152	156	71	4	83.5	2.6
NEBRASKA	43	0	0	-43	0	-100.0	0.0
NEVADA	176	123	98	-78	-25	-44.3	-20.3
NEW HAMPSHIRE	807	215	242	-565	27	-70.0	12.6
NEW JERSEY	1,896	678	422	-1,474	-256	-77.7	-37.8
NEW MEXICO	22	121	85	63	-36	286.4	-29.8
NEW YORK	23,321	2,369	2,397	-20,924	28	-89.7	1.2
NORTH CAROLINA	401	1,510	1,743	1,342	233	334.7	15.4
NORTH DAKOTA	45	58	71	26	13	57.8	22.4
OHIO	724	0	0	-724	0	-100.0	0.0
OKLAHOMA	193	171	141	-52	-30	-26.9	-17.5
OREGON	2,090	551	678	-1,412	127	-67.6	23.0
PENNSYLVANIA	5,914	0	0	-5,914	0	-100.0	0.0
PUERTO RICO	50	733	725	675	-8	1,350.0	-1.1
RHODE ISLAND	1,429	153	177	-1,252	24	-87.6	15.7
SOUTH CAROLINA	530	149	137	-393	-12	-74.2	-8.1
SOUTH DAKOTA	310	74	83	-227	9	-73.2	12.2
TENNESSEE	2,106	1,651	1,722	-384	71	-18.2	4.3
TEXAS	26,246	6,472	7,635	-18,611	1,163	-70.9	18.0
UTAH	206	247	297	91	50	44.2	20.2
VERMONT	31	85	99	68	14	219.4	16.5
VIRGINIA	764	389	435	-329	46	-43.1	11.8
WASHINGTON	554	2,168	2,659	2,105	491	380.0	22.6
WEST VIRGINIA	400	75	70	-330	-5	-82.5	-6.7
WISCONSIN	462	126	164	-298	38	-64.5	30.2
WYOMING	107	162	217	110	55	102.8	34.0
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	20	7	7	-13	0	-65.0	0.0
NORTHERN MARIANAS	-	3	3	-	0	-	0.0
TRUST TERRITORIES	26	-	-	-	-	-	-
VIRGIN ISLANDS	0	-	7	7	-	100.0	-
BUR. OF INDIAN AFFAIRS	-	46	17	-	-29	-	-63.0
U.S. & INSULAR AREAS	115,916	40,728	43,093	-72,823	2,365	-62.8	5.8
50 STATES, D.C. & P.R.	115,867	40,672	43,059	-72,808	2,387	-62.8	5.9

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

VISUALLY HANDICAPPED

STATE	←NUMBER SERVED→			←CHANGE IN NUMBER SERVED→		PERCENT CHANGE ←IN NUMBER SERVED→	
	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	168	297	319	151	22	89.9	7.4
ALASKA	53	24	21	-32	-3	-60.4	-12.5
ARIZONA	187	254	257	70	3	37.4	1.2
ARKANSAS	94	74	81	-13	7	-13.8	9.5
CALIFORNIA	2,742	2,148	2,271	-471	123	-17.2	5.7
COLORADO	339	236	243	-96	7	-28.3	3.0
CONNECTICUT	520	31	29	-491	-2	-94.4	-6.5
DELAWARE	7	14	10	3	-4	42.9	-28.6
DISTRICT OF COLUMBIA	17	0	2	-15	2	-88.2	100.0
FLORIDA	574	595	610	36	15	6.3	2.5
GEORGIA	589	393	319	-270	-74	-45.8	-18.8
HAWAII	24	67	60	36	-7	150.0	-10.4
IDAHO	124	76	59	-65	-17	-52.4	-22.4
ILLINOIS	820	588	602	-218	14	-26.6	2.4
INDIANA	373	325	350	-23	25	-6.2	7.7
IOWA	106	146	133	27	-13	25.5	-8.9
KANSAS	217	156	166	-51	10	-23.5	6.4
KENTUCKY	309	308	331	22	23	7.1	7.5
LOUISIANA	272	328	338	66	10	24.3	3.0
MAINE	165	101	96	-69	-5	-41.8	-5.0
MARYLAND	475	292	356	-119	64	-25.1	21.9
MASSACHUSETTS	2,005	727	735	-1,270	8	-63.3	1.1
MICHIGAN	1,027	747	732	-295	-15	-28.7	-2.0
MINNESOTA	474	305	281	-193	-24	-40.7	-7.9
MISSISSIPPI	39	107	115	76	8	194.9	7.5
MISSOURI	444	256	248	-196	-8	-44.1	-3.1
MONTANA	108	55	42	-66	-13	-61.1	-23.6
NEBRASKA	99	113	124	25	11	25.3	9.7
NEVADA	66	54	67	1	13	1.5	24.1
NEW HAMPSHIRE	101	20	13	-88	-7	-87.1	-35.0
NEW JERSEY	561	153	137	-424	-16	-75.6	-10.5
NEW MEXICO	79	84	96	17	12	21.5	14.3
NEW YORK	3,618	1,003	1,039	-2,579	36	-71.3	3.6
NORTH CAROLINA	522	523	483	-39	-40	-7.5	-7.6
NORTH DAKOTA	36	38	36	0	-2	0.0	-5.3
OHIO	941	822	830	-111	8	-11.8	1.0
OKLAHOMA	114	156	156	42	0	36.8	0.0
OREGON	264	26	71	-193	45	-73.1	173.1
PENNSYLVANIA	2,661	968	978	-1,683	10	-63.2	1.0
PUERTO RICO	70	876	656	586	-220	837.1	-25.1
RHODE ISLAND	72	52	55	-17	3	-23.6	5.8
SOUTH CAROLINA	713	352	339	-374	-13	-52.5	-3.7
SOUTH DAKOTA	13	31	31	18	0	138.5	0.0
TENNESSEE	751	640	641	-110	1	-14.6	0.2
TEXAS	1,054	1,435	1,520	466	85	44.2	5.9
UTAH	140	101	120	-20	19	-14.3	18.8
VERMONT	26	37	29	3	-8	11.5	-21.6
VIRGINIA	495	146	118	-377	-28	-76.2	-19.2
WASHINGTON	776	763	197	-579	-566	-74.6	-74.2
WEST VIRGINIA	235	169	149	-86	-20	-36.6	-11.8
WISCONSIN	373	146	160	-213	14	-57.1	9.6
WYOMING	163	46	46	-117	0	-71.8	0.0
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	8	0	0	-8	0	-100.0	0.0
NORTHERN MARIANAS	-	2	2	-	0	-	0.0
TRUST TERRITORIES	39	-	-	-	-	-	-
VIRGIN ISLANDS	11	-	15	4	-	36.4	-
BUR. OF INDIAN AFFAIRS	-	10	18	-	8	-	80.0
U.S. & INSULAR AREAS	26,276	17,416	16,932	-9,344	-484	-35.6	-2.8
50 STATES, D.C. & P.R.	26,215	17,404	16,897	-9,318	-507	-35.5	-2.9

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN 6-21 YEARS OLD SERVED UNDER EHA-B

DEAF-BLIND

STATE	←NUMBER SERVED→			←CHANGE IN NUMBER SERVED→		PERCENT CHANGE ←IN NUMBER SERVED→	
	1976-77	1986-87	1987-88	1976-77 - 1987-88	1986-87 - 1987-88	1976-77 - 1987-88	1986-87 - 1987-88
ALABAMA	–	12	10	–	-2	–	-16.7
ALASKA	–	9	0	–	-9	–	-100.0
ARIZONA	–	2	0	–	-2	–	-100.0
ARKANSAS	–	11	3	–	-8	–	-72.7
CALIFORNIA	–	107	136	–	29	–	27.1
COLORADO	–	9	11	–	2	–	22.2
CONNECTICUT	–	11	11	–	0	–	0.0
DELAWARE	–	0	0	–	0	–	0.0
DISTRICT OF COLUMBIA	–	0	2	–	2	–	100.0
FLORIDA	–	44	27	–	-17	–	-38.6
GEORGIA	–	10	2	–	-8	–	-80.0
HAWAII	–	1	3	–	2	–	200.0
IDAHO	–	3	0	–	-3	–	-100.0
ILLINOIS	–	2	16	–	14	–	700.0
INDIANA	–	37	33	–	-4	–	-10.8
IOWA	–	12	12	–	0	–	0.0
KANSAS	–	9	18	–	9	–	100.0
KENTUCKY	–	3	22	–	19	–	633.3
LOUISIANA	–	6	9	–	3	–	50.0
MAINE	–	4	4	–	0	–	0.0
MARYLAND	–	13	14	–	1	–	7.7
MASSACHUSETTS	–	59	60	–	1	–	1.7
MICHIGAN	–	0	0	–	0	–	0.0
MINNESOTA	–	11	17	–	6	–	54.5
MISSISSIPPI	–	1	2	–	1	–	100.0
MISSOURI	–	46	54	–	8	–	17.4
MONTANA	–	15	8	–	-7	–	-46.7
NEBRASKA	–	0	0	–	0	–	0.0
NEVADA	–	1	5	–	4	–	400.0
NEW HAMPSHIRE	–	2	0	–	-2	–	-100.0
NEW JERSEY	–	3	0	–	-3	–	-100.0
NEW MEXICO	–	13	13	–	0	–	0.0
NEW YORK	–	13	46	–	33	–	253.8
NORTH CAROLINA	–	4	2	–	-2	–	-50.0
NORTH DAKOTA	–	0	0	–	0	–	0.0
OHIO	–	6	5	–	-1	–	-16.7
OKLAHOMA	–	27	29	–	2	–	7.4
OREGON	–	1	7	–	6	–	600.0
PENNSYLVANIA	–	8	3	–	-5	–	-62.5
PUERTO RICO	–	126	100	–	-26	–	-20.6
RHODE ISLAND	–	2	2	–	0	–	0.0
SOUTH CAROLINA	–	9	8	–	-1	–	-11.1
SOUTH DAKOTA	–	6	6	–	0	–	0.0
TENNESSEE	–	16	9	–	-7	–	-43.8
TEXAS	–	33	21	–	-12	–	-36.4
UTAH	–	7	8	–	1	–	14.3
VERMONT	–	4	8	–	4	–	100.0
VIRGINIA	–	3	3	–	0	–	0.0
WASHINGTON	–	11	11	–	0	–	0.0
WEST VIRGINIA	–	0	0	–	0	–	0.0
WISCONSIN	–	2	10	–	8	–	400.0
WYOMING	–	0	3	–	3	–	100.0
AMERICAN SAMOA	–	2	1	–	-1	–	-50.0
GUAM	–	0	0	–	0	–	0.0
NORTHERN MARIANAS	–	1	3	–	2	–	200.0
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	0	–	–	–	–
BUR. OF INDIAN AFFAIRS	–	0	0	–	0	–	0.0
U.S. & INSULAR AREAS	–	737	777	–	40	–	5.4
50 STATES, D.C. & P.R.	–	734	773	–	39	–	5.3

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(REPM1E2X))

TABLE AA21

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
DURING SCHOOL YEAR 1987-88

ALL CONDITIONS

STATE	EHA-B	CHAPTER 1 OF ECIA (SOP)	EHA-B AND CHAPTER 1 OF ECIA
ALABAMA	7.89	0.06	7.95
ALASKA	5.67	1.88	7.56
ARIZONA	5.57	0.14	5.71
ARKANSAS	6.34	0.49	6.83
CALIFORNIA	5.44	0.03	5.47
COLORADO	5.24	0.48	5.73
CONNECTICUT	7.42	0.42	7.84
DELAWARE	6.31	2.10	8.40
DISTRICT OF COLUMBIA	1.92	3.08	5.01
FLORIDA	6.51	0.29	6.80
GEORGIA	4.86	0.16	5.02
HAWAII	3.74	0.15	3.89
IDAHO	5.93	0.09	6.02
ILLINOIS	6.55	1.25	7.81
INDIANA	6.26	0.56	6.82
IOWA	7.13	0.05	7.19
KANSAS	6.00	0.31	6.31
KENTUCKY	6.77	0.31	7.08
LOUISIANA	4.68	0.32	5.00
MAINE	8.23	0.34	8.57
MARYLAND	7.28	0.14	7.42
MASSACHUSETTS	8.80	1.11	9.90
MICHIGAN	5.63	0.46	6.10
MINNESOTA	7.05	0.04	7.09
MISSISSIPPI	6.85	0.11	6.97
MISSOURI	7.01	0.18	7.19
MONTANA	6.33	0.26	6.58
NEBRASKA	6.79	0.05	6.84
NEVADA	5.61	0.23	5.84
NEW HAMPSHIRE	5.46	0.38	5.84
NEW JERSEY	8.44	0.28	8.72
NEW MEXICO	6.72	0.08	6.80
NEW YORK	5.21	0.94	6.15
NORTH CAROLINA	5.98	0.16	6.14
NORTH DAKOTA	6.04	0.33	6.37
OHIO	6.31	0.24	6.55
OKLAHOMA	6.68	0.12	6.79
OREGON	5.83	0.86	6.69
PENNSYLVANIA	6.03	0.71	6.74
PUERTO RICO	-	-	-
RHODE ISLAND	7.50	0.35	7.85
SOUTH CAROLINA	7.30	0.08	7.39
SOUTH DAKOTA	6.86	0.25	7.10
TENNESSEE	7.18	0.09	7.28
TEXAS	5.88	0.22	6.10
UTAH	6.79	0.35	7.14
VERMONT	6.11	1.69	7.80
VIRGINIA	6.53	0.11	6.64
WASHINGTON	5.67	0.32	5.99
WEST VIRGINIA	8.28	0.33	8.61
WISCONSIN	5.56	0.21	5.77
WYOMING	6.40	0.82	7.21
AMERICAN SAMOA	-	-	-
GUAM	-	-	-
NORTHERN MARIANAS	-	-	-
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-
50 STATES, D.C. & P.R.	6.22	0.38	6.60

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1987.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

CHILD COUNT DATA AS OF OCTOBER 1, 1988.

(REQUEST.SMACLIB(C4C9PC1A))

TABLE AA22

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY AGE GROUP

DURING SCHOOL YEAR 1987-88

STATE	AGE GROUP				
	0-2	3-5	6-17	18-21	0-21
ALABAMA	0.00	3.89	10.38	3.59	7.95
ALASKA	1.08	4.37	10.39	1.53	7.56
ARIZONA	0.17	1.87	8.34	1.23	5.71
ARKANSAS	0.43	3.14	9.37	1.48	6.83
CALIFORNIA	0.01	2.19	7.97	1.11	5.47
COLORADO	0.38	2.05	8.30	1.18	5.73
CONNECTICUT	0.37	4.07	11.04	1.77	7.84
DELAWARE	0.76	5.07	11.48	2.12	8.40
DISTRICT OF COLUMBIA	0.00	2.19	7.36	1.74	5.01
FLORIDA	0.22	2.63	10.00	1.08	6.80
GEORGIA	0.08	2.03	7.18	0.84	5.02
HAWAII	0.00	1.19	6.02	0.59	3.89
IDAHO	0.06	1.94	8.17	2.32	6.02
ILLINOIS	0.00	4.75	10.74	1.63	7.81
INDIANA	0.61	3.06	9.49	1.23	6.82
IOWA	0.00	4.14	9.78	1.78	7.19
KANSAS	0.20	3.03	9.01	0.98	6.31
KENTUCKY	0.36	4.89	9.50	1.38	7.08
LOUISIANA	0.34	2.39	6.82	1.51	5.00
MAINE	0.00	5.79	11.77	1.71	8.57
MARYLAND	0.00	3.21	10.73	1.93	7.42
MASSACHUSETTS	1.74	4.37	14.26	1.91	9.90
MICHIGAN	0.13	3.42	8.28	1.63	6.10
MINNESOTA	0.00	4.61	9.80	1.27	7.09
MISSISSIPPI	0.06	3.80	9.46	1.68	6.97
MISSOURI	0.00	2.21	10.48	1.40	7.19
MONTANA	0.50	4.02	8.84	1.20	6.58
NEBRASKA	0.00	3.57	9.60	1.36	6.84
NEVADA	0.47	2.66	8.18	1.13	5.84
NEW HAMPSHIRE	0.00	2.69	8.46	1.13	5.84
NEW JERSEY	0.62	4.57	12.25	1.68	8.72
NEW MEXICO	0.02	1.60	10.06	1.36	6.80
NEW YORK	0.53	2.48	8.61	1.76	6.15
NORTH CAROLINA	0.02	2.58	8.81	1.31	6.14
NORTH DAKOTA	0.61	3.49	8.75	1.39	6.37
OHIO	0.00	1.72	9.43	1.62	6.55
OKLAHOMA	0.00	3.32	9.66	1.19	6.79
OREGON	0.35	2.27	9.47	1.42	6.69
PENNSYLVANIA	0.69	3.24	9.34	1.65	6.74
PUERTO RICO	-	-	-	-	-
RHODE ISLAND	0.90	3.99	11.28	1.33	7.85
SOUTH CAROLINA	0.00	4.51	10.21	1.51	7.39
SOUTH DAKOTA	0.01	5.36	9.42	1.61	7.10
TENNESSEE	0.03	3.31	10.12	1.73	7.28
TEXAS	0.33	2.55	8.49	1.51	6.10
UTAH	0.69	2.16	10.01	0.98	7.14
VERMONT	0.41	4.67	10.99	1.36	7.80
VIRGINIA	0.04	3.71	9.52	1.38	6.64
WASHINGTON	0.72	3.74	8.13	1.07	5.99
WEST VIRGINIA	0.72	4.20	11.51	2.43	8.61
WISCONSIN	0.52	4.56	7.51	1.32	5.77
WYOMING	1.08	4.43	9.38	1.69	7.21
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
50 STATES, D.C. & P.R.	0.27	3.06	9.28	1.49	6.60

PERCENTAGE OF STUDENTS SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1987.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF CENSUS.

THE FIGURES REPRESENT CHILDREN 0-21 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1988

SMACLIB(REPM10E)

TABLE AA22a

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION
BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	10.38	3.49	2.42	3.32	0.74	0.11	0.11	0.05	0.07	0.05	0.00
ALASKA	10.39	6.45	2.53	0.33	0.46	0.13	0.24	0.11	0.11	0.03	0.00
ARIZONA	8.34	4.70	1.79	0.75	0.58	0.15	0.18	0.08	0.06	0.06	0.00
ARKANSAS	9.37	4.96	1.53	2.46	0.09	0.11	0.11	0.03	0.04	0.04	0.00
CALIFORNIA	7.97	4.77	1.90	0.42	0.22	0.13	0.09	0.12	0.25	0.05	0.00
COLORADO	8.30	4.04	1.40	0.55	1.54	0.12	0.47	0.13	0.00	0.05	0.01
CONNECTICUT	11.04	5.83	1.92	0.63	2.22	0.12	0.14	0.04	0.06	0.08	0.00
DELAWARE	11.48	6.46	1.41	1.07	1.93	0.18	0.06	0.19	0.10	0.05	0.02
DISTRICT OF COLUMBIA	7.36	3.55	1.40	1.10	0.88	0.06	0.16	0.08	0.09	0.02	0.01
FLORIDA	10.00	4.18	3.09	1.22	1.16	0.08	0.00	0.10	0.12	0.04	0.00
GEORGIA	7.18	2.11	1.61	1.85	1.40	0.10	0.00	0.06	0.02	0.04	0.00
HAWAII	6.02	3.53	1.10	0.59	0.35	0.11	0.10	0.16	0.05	0.04	0.00
IDAHO	8.17	4.80	1.58	1.16	0.24	0.15	0.02	0.10	0.09	0.03	0.00
ILLINOIS	10.74	4.88	2.85	1.16	1.32	0.15	0.08	0.17	0.07	0.06	0.00
INDIANA	9.49	3.49	3.49	1.79	0.41	0.11	0.08	0.06	0.01	0.05	0.00
IOWA	9.78	4.29	1.95	1.90	1.20	0.14	0.10	0.17	0.00	0.03	0.01
KANSAS	9.01	3.86	2.48	1.26	0.98	0.13	0.11	0.09	0.04	0.05	0.01
KENTUCKY	9.50	2.97	3.27	2.45	0.40	0.11	0.14	0.06	0.04	0.06	0.00
LOUISIANA	6.82	2.77	2.14	1.01	0.42	0.13	0.09	0.09	0.13	0.05	0.00
MAINE	11.77	4.88	2.54	1.47	1.94	0.14	0.44	0.16	0.15	0.05	0.00
MARYLAND	10.73	5.70	3.20	0.63	0.49	0.15	0.33	0.07	0.10	0.06	0.01
MASSACHUSETTS	14.26	5.27	3.21	2.99	1.97	0.17	0.29	0.11	0.17	0.07	0.01
MICHIGAN	8.28	3.70	1.96	0.99	1.18	0.13	0.08	0.19	0.01	0.04	0.00
MINNESOTA	9.80	4.79	1.93	1.30	1.37	0.17	0.00	0.15	0.05	0.04	0.00
MISSISSIPPI	9.46	4.55	3.06	1.54	0.04	0.08	0.04	0.11	0.00	0.03	0.00
MISSOURI	10.48	4.76	2.95	1.61	0.88	0.09	0.04	0.08	0.03	0.03	0.01
MONTANA	8.84	4.91	2.30	0.68	0.40	0.12	0.15	0.08	0.10	0.08	0.01
NEBRASKA	9.60	4.22	2.64	1.38	0.83	0.14	0.13	0.22	0.00	0.05	0.00
NEVADA	8.18	5.05	1.64	0.54	0.54	0.08	0.16	0.07	0.06	0.04	0.00
NEW HAMPSHIRE	8.46	5.21	1.41	0.48	0.83	0.11	0.13	0.07	0.15	0.05	0.00
NEW JERSEY	12.25	6.07	4.08	0.41	1.07	0.09	0.42	0.05	0.03	0.04	0.00
NEW MEXICO	10.06	4.56	3.30	0.61	1.02	0.13	0.20	0.15	0.03	0.05	0.01
NEW YORK	8.61	5.04	0.83	0.70	1.45	0.11	0.27	0.06	0.10	0.04	0.00
NORTH CAROLINA	8.81	3.74	2.07	1.74	0.74	0.15	0.10	0.07	0.15	0.05	0.00
NORTH DAKOTA	8.75	4.16	2.85	1.08	0.37	0.11	0.00	0.07	0.06	0.04	0.01
OHIO	9.43	3.70	2.57	2.29	0.37	0.10	0.19	0.17	0.00	0.05	0.00
OKLAHOMA	9.66	4.50	2.75	1.78	0.22	0.11	0.19	0.04	0.02	0.04	0.00
OREGON	9.47	5.17	2.49	0.67	0.53	0.19	0.00	0.21	0.16	0.07	0.00
PENNSYLVANIA	9.34	3.87	2.73	1.61	0.85	0.14	0.00	0.07	0.00	0.06	0.00
PUERTO RICO	-	-	-	-	-	-	-	-	-	-	-
RHODE ISLAND	11.28	7.70	1.82	0.53	0.85	0.10	0.03	0.10	0.11	0.04	0.00
SOUTH CAROLINA	10.21	3.95	2.69	2.24	0.96	0.14	0.05	0.10	0.02	0.06	0.00
SOUTH DAKOTA	9.42	4.11	3.03	1.08	0.44	0.23	0.27	0.13	0.06	0.04	0.02
TENNESSEE	10.12	4.81	2.94	1.46	0.26	0.14	0.14	0.09	0.19	0.09	0.00
TEXAS	8.49	4.78	1.76	0.67	0.68	0.11	0.10	0.10	0.23	0.05	0.00
UTAH	10.01	4.20	2.02	0.73	2.46	0.14	0.28	0.06	0.07	0.06	0.00
VERMONT	10.99	5.08	3.13	1.56	0.64	0.18	0.12	0.11	0.13	0.04	0.01
VIRGINIA	9.52	4.81	2.41	1.16	0.75	0.10	0.12	0.06	0.05	0.06	0.00
WASHINGTON	8.13	4.31	1.56	0.88	0.51	0.17	0.20	0.11	0.35	0.03	0.00
WEST VIRGINIA	11.51	5.28	3.04	2.25	0.67	0.10	0.00	0.09	0.02	0.06	0.00
WISCONSIN	7.51	2.57	1.45	0.50	1.10	0.02	1.78	0.05	0.02	0.02	0.00
WYOMING	9.38	5.10	2.56	0.58	0.48	0.20	0.06	0.14	0.21	0.05	0.00
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
50 STATES AND D.C.	9.28	4.41	2.28	1.21	0.85	0.12	0.16	0.10	0.10	0.05	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1987.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

CHILD COUNT DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPM1A2X)

TABLE AA23

PERCENTAGE OF CHILDREN 6-17 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION
BASED ON ESTIMATED ENROLLMENT

DURING SCHOOL YEAR 1987-1988

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	11.69	3.93	2.73	3.74	0.84	0.13	0.13	0.06	0.08	0.06	0.00
ALASKA	10.84	6.73	2.64	0.35	0.48	0.14	0.25	0.11	0.11	0.03	0.00
ARIZONA	9.19	5.19	1.97	0.82	0.64	0.16	0.19	0.09	0.06	0.06	0.00
ARKANSAS	10.20	5.39	1.67	2.67	0.10	0.12	0.12	0.03	0.05	0.04	0.00
CALIFORNIA	8.86	5.31	2.11	0.47	0.25	0.15	0.10	0.14	0.28	0.05	0.00
COLORADO	8.97	4.36	1.51	0.59	1.67	0.13	0.58	0.14	0.00	0.05	0.01
CONNECTICUT	13.10	6.92	2.28	0.75	2.64	0.14	0.16	0.05	0.07	0.09	0.00
DELAWARE	13.89	7.82	1.71	1.29	2.34	0.22	0.07	0.23	0.12	0.07	0.03
DISTRICT OF COLUMBIA	7.80	3.76	1.49	1.16	0.94	0.06	0.17	0.08	0.10	0.02	0.01
FLORIDA	11.48	4.80	3.54	1.40	1.34	0.09	0.00	0.12	0.14	0.05	0.00
GEORGIA	8.20	2.41	1.84	2.11	1.60	0.11	0.00	0.06	0.02	0.04	0.00
HAWAII	7.09	4.16	1.29	0.70	0.42	0.12	0.12	0.19	0.05	0.04	0.00
IDAHO	8.54	5.02	1.65	1.21	0.25	0.16	0.02	0.10	0.09	0.03	0.00
ILLINOIS	12.97	5.89	3.45	1.40	1.59	0.18	0.09	0.20	0.08	0.07	0.00
INDIANA	10.62	3.90	3.91	2.01	0.45	0.12	0.09	0.06	0.01	0.06	0.00
IOWA	10.98	4.82	2.19	2.13	1.34	0.15	0.11	0.19	0.00	0.04	0.01
KANSAS	9.83	4.21	2.71	1.37	1.07	0.14	0.12	0.10	0.04	0.06	0.01
KENTUCKY	10.93	3.41	3.76	2.82	0.46	0.13	0.16	0.07	0.04	0.07	0.00
LOUISIANA	8.04	3.26	2.52	1.19	0.50	0.15	0.10	0.11	0.15	0.06	0.00
MAINE	12.43	5.15	2.68	1.55	2.05	0.15	0.47	0.17	0.16	0.05	0.00
MARYLAND	12.58	6.69	3.75	0.74	0.57	0.17	0.38	0.08	0.11	0.08	0.01
MASSACHUSETTS	16.54	6.11	3.72	3.47	2.28	0.20	0.33	0.13	0.20	0.08	0.01
MICHIGAN	9.41	4.20	2.23	1.12	1.34	0.15	0.09	0.22	0.01	0.05	0.00
MINNESOTA	10.83	5.29	2.14	1.44	1.51	0.19	0.00	0.16	0.06	0.04	0.00
MISSISSIPPI	10.82	5.20	3.50	1.77	0.05	0.09	0.05	0.12	0.00	0.03	0.00
MISSOURI	12.25	5.56	3.44	1.88	1.03	0.10	0.05	0.10	0.04	0.04	0.01
MONTANA	9.32	5.17	2.43	0.72	0.42	0.13	0.16	0.09	0.11	0.09	0.01
NEBRASKA	10.89	4.78	3.00	1.56	0.94	0.16	0.14	0.25	0.00	0.06	0.00
NEVADA	8.48	5.23	1.70	0.56	0.56	0.08	0.16	0.07	0.06	0.04	0.00
NEW HAMPSHIRE	9.25	5.70	1.54	0.52	0.91	0.13	0.14	0.08	0.16	0.06	0.00
NEW JERSEY	14.84	7.34	4.94	0.50	1.29	0.11	0.50	0.06	0.04	0.04	0.00
NEW MEXICO	10.87	4.93	3.57	0.66	1.11	0.14	0.21	0.16	0.03	0.05	0.01
NEW YORK	10.34	6.05	1.00	0.84	1.74	0.14	0.32	0.08	0.12	0.05	0.00
NORTH CAROLINA	9.70	4.12	2.28	1.91	0.81	0.16	0.11	0.08	0.17	0.05	0.00
NORTH DAKOTA	9.69	4.61	3.16	1.19	0.41	0.12	0.00	0.08	0.07	0.05	0.01
OHIO	10.87	4.26	2.96	2.63	0.43	0.12	0.21	0.20	0.00	0.05	0.00
OKLAHOMA	10.50	4.89	2.99	1.94	0.24	0.12	0.20	0.05	0.03	0.04	0.01
OREGON	10.20	5.57	2.68	0.72	0.57	0.20	0.00	0.22	0.18	0.07	0.00
PENNSYLVANIA	11.54	4.78	3.37	2.00	1.05	0.18	0.00	0.09	0.00	0.08	0.00
RHODE ISLAND	13.87	9.46	2.24	0.65	1.04	0.12	0.04	0.12	0.14	0.05	0.00
SOUTH CAROLINA	11.26	4.36	2.97	2.47	1.05	0.15	0.06	0.11	0.02	0.06	0.00
SOUTH DAKOTA	10.29	4.49	3.31	1.18	0.49	0.25	0.30	0.14	0.07	0.04	0.02
TENNESSEE	11.36	5.40	3.30	1.64	0.29	0.16	0.15	0.10	0.21	0.10	0.00
TEXAS	9.29	5.24	1.93	0.73	0.74	0.12	0.11	0.11	0.25	0.06	0.00
UTAH	10.50	4.40	2.11	0.77	2.58	0.15	0.29	0.06	0.07	0.06	0.00
VERMONT	12.04	5.56	3.43	1.71	0.71	0.19	0.13	0.12	0.14	0.04	0.01
VIRGINIA	10.14	5.12	2.57	1.24	0.79	0.11	0.12	0.06	0.05	0.06	0.00
WASHINGTON	8.69	4.60	1.67	0.94	0.55	0.18	0.22	0.12	0.38	0.03	0.00
WEST VIRGINIA	12.52	5.74	3.31	2.45	0.73	0.11	0.00	0.10	0.02	0.07	0.00
WISCONSIN	9.04	3.09	1.75	0.60	1.33	0.02	2.14	0.06	0.02	0.03	0.00
WYOMING	9.91	5.38	2.71	0.61	0.51	0.21	0.06	0.15	0.22	0.05	0.00
AMERICAN SAMOA	2.22	0.00	1.01	0.96	0.00	0.13	0.05	0.01	0.01	0.02	0.02
GUAM	6.38	2.95	0.62	2.12	0.17	0.09	0.27	0.10	0.03	0.04	0.01
NORTHERN MARIANAS	9.79	1.81	3.30	1.16	0.02	0.32	1.31	1.32	0.17	0.06	0.24
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	5.34	1.22	0.98	2.53	0.27	0.09	0.14	0.02	0.02	0.07	0.02
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	10.55	5.01	2.59	1.38	0.96	0.14	0.18	0.12	0.11	0.06	0.00
50 STATES, D.C. & P.R.	10.54	5.01	2.59	1.37	0.96	0.14	0.18	0.12	0.11	0.06	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL HANDICAPPING CONDITIONS MAY NOT EQUAL THE TOTAL PERCENT OF ALL CONDITIONS BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1987-88 ESTIMATED ENROLLMENT COUNTS FROM NCES; THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NON-HANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

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TABLE AB1

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

ALL CONDITIONS

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	–	62,596	25,872	141	265	–	312	416	393
ALASKA	4,471	4,296	2,155	59	88	15	3	31	2
ARIZONA	241	36,969	13,683	427	435	312	376	450	56
ARKANSAS	12,473	27,248	5,896	299	1,460	662	83	169	212
CALIFORNIA	110,204	152,881	121,187	–	4,427	–	–	–	499
COLORADO	11,886	24,649	9,441	1,069	430	299	312	345	264
CONNECTICUT	5,123	30,323	18,597	2,223	1,673	257	1,152	606	1,148
DELAWARE	3,553	5,353	2,057	1,922	4	45	49	207	143
DISTRICT OF COLUMBIA	1,200	3,563	764	858	399	25	189	47	69
FLORIDA	57,103	63,279	46,143	9,503	2,020	806	249	1,903	212
GEORGIA	859	63,017	26,164	1,664	10	1,055	45	160	88
HAWAII	4,837	4,469	3,048	163	23	55	39	51	34
IDAHO	7,514	7,010	2,228	757	0	0	45	798	24
ILLINOIS	70,073	77,231	73,265	11,212	4,904	1,401	1,001	1,562	826
INDIANA	40,825	29,418	27,987	5,323	0	905	128	48	44
IOWA	13,601	22,367	19,502	–	–	466	–	268	0
KANSAS	30,066	–	8,812	1,189	386	815	422	440	243
KENTUCKY	19,034	39,559	11,344	2,110	73	455	61	592	36
LOUISIANA	27,854	15,757	22,806	4,057	897	1,379	189	717	196
MAINE	13,300	7,557	3,549	745	1,087	224	113	281	143
MARYLAND	34,858	17,329	30,244	4,112	1,302	687	274	303	433
MASSACHUSETTS	11,782	87,720	27,743	2,677	3,897	696	670	1,028	86
MICHIGAN	72,879	36,949	36,421	11,452	–	685	318	1,300	570
MINNESOTA	10,488	50,669	16,475	2,863	–	360	–	241	20
MISSISSIPPI	22,077	19,502	11,652	809	20	11	30	204	32
MISSOURI	2,598	74,501	20,812	2,015	2,314	343	–	405	381
MONTANA	8,185	4,134	2,324	131	13	173	14	238	59
NEBRASKA	5,294	22,012	2,274	10	7	205	253	172	121
NEVADA	4,302	6,937	1,872	1,087	0	2	5	130	84
NEW HAMPSHIRE	9,019	3,069	3,064	10	784	19	235	109	8
NEW JERSEY	67,219	35,343	48,181	8,887	8,266	687	125	747	446
NEW MEXICO	15,398	8,376	4,874	536	115	389	0	26	65
NEW YORK	24,284	97,322	125,983	13,869	13,378	1,672	5,032	1,526	452
NORTH CAROLINA	43,487	43,081	16,831	3,034	289	1,356	482	223	229
NORTH DAKOTA	8,367	1,296	1,794	246	16	107	142	96	3
OHIO	70,439	46,998	55,277	13,674	11,422	457	0	1,976	552
OKLAHOMA	41,221	21,797	5,609	455	25	611	55	104	–
OREGON	26,104	12,545	3,013	299	250	4	28	109	144
PENNSYLVANIA	67,597	48,474	64,660	8,956	6,401	780	1,338	1,302	611
PUERTO RICO	4,987	15,843	12,710	2,070	1,927	188	118	2,608	33
RHODE ISLAND	10,163	2,821	5,132	139	529	16	228	122	56
SOUTH CAROLINA	24,110	30,605	14,807	1,511	0	810	59	95	291
SOUTH DAKOTA	1,095	10,198	2,025	62	82	188	343	51	25
TENNESSEE	32,971	41,932	16,150	2,501	558	1,081	46	1,058	136
TEXAS	7,778	233,451	32,143	11,266	563	247	160	12,207	485
UTAH	18,942	20,982	5,556	1,537	15	359	7	492	1,365
VERMONT	5,730	3,355	1,367	85	102	6	175	293	0
VIRGINIA	29,425	37,850	28,332	2,738	448	1,071	587	381	542
WASHINGTON	25,563	24,230	14,966	1,077	1,487	627	8	207	289
WEST VIRGINIA	20,955	15,233	8,855	762	45	429	36	178	118
WISCONSIN	23,127	28,271	20,823	1,624	59	393	20	199	237
WYOMING	4,443	4,365	987	72	15	146	56	20	36
AMERICAN SAMOA	55	46	10	64	0	0	0	2	0
GUAM	524	565	571	187	0	2	2	5	–
NORTHERN MARIANAS	186	200	357	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	633	4,323	566	17	0	31	96	1	0
U.S. & INSULAR AREAS	1,190,502	1,789,946	1,088,960	144,555	72,910	24,014	15,710	37,249	12,541
50 STATES, D.C. & P.R.	1,189,104	1,784,732	1,087,456	144,287	72,910	23,981	15,612	37,241	12,541

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

ALL CONDITIONS

STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
	PERCENT								
ALABAMA	–	69.55	28.75	0.16	0.29	–	0.35	0.46	0.44
ALASKA	40.21	38.63	19.38	0.53	0.79	0.13	0.03	0.28	0.02
ARIZONA	0.46	69.82	25.84	0.81	0.82	0.59	0.71	0.85	0.11
ARKANSAS	25.72	56.18	12.16	0.62	3.01	1.36	0.17	0.35	0.44
CALIFORNIA	28.32	39.28	31.14	–	1.14	–	–	–	0.13
COLORADO	24.41	50.62	19.39	2.20	0.88	0.61	0.64	0.71	0.54
CONNECTICUT	8.38	49.63	30.44	3.64	2.74	0.42	1.89	0.99	1.80
DELAWARE	26.65	40.15	15.43	14.42	0.03	0.34	0.37	1.55	1.07
DISTRICT OF COLUMBIA	16.87	50.08	10.74	12.06	5.61	0.35	2.66	0.66	0.97
FLORIDA	31.51	34.92	25.46	5.24	1.11	0.44	0.14	1.05	0.12
GEORGIA	0.92	67.72	28.11	1.79	0.01	1.13	0.05	0.17	0.09
HAWAII	38.03	35.14	23.96	1.28	0.18	0.43	0.31	0.40	0.27
IDAHO	40.89	38.15	12.12	4.12	0.00	0.00	0.24	4.34	0.13
ILLINOIS	29.02	31.98	30.34	4.64	2.03	0.58	0.41	0.65	0.34
INDIANA	39.00	28.10	26.74	5.09	0.00	0.86	0.12	0.05	0.04
IOWA	24.20	39.80	34.70	–	–	0.83	–	0.48	0.00
KANSAS	70.96	–	20.80	2.81	0.91	1.92	1.00	1.04	0.57
KENTUCKY	25.98	54.00	15.48	2.88	0.10	0.62	0.08	0.81	0.05
LOUISIANA	37.72	21.34	30.88	5.49	1.21	1.87	0.26	0.97	0.27
MAINE	49.26	27.99	13.14	2.76	4.03	0.83	0.42	1.04	0.53
MARYLAND	38.93	19.35	33.78	4.59	1.45	0.77	0.31	0.34	0.48
MASSACHUSETTS	8.64	64.36	20.35	1.96	2.86	0.51	0.49	0.75	0.06
MICHIGAN	45.39	23.01	22.68	7.13	–	0.43	0.20	0.81	0.35
MINNESOTA	12.93	62.46	20.31	3.53	–	0.44	–	0.30	0.02
MISSISSIPPI	40.63	35.89	21.44	1.49	0.04	0.02	0.06	0.38	0.06
MISSOURI	2.51	72.07	20.13	1.95	2.24	0.33	–	0.39	0.37
MONTANA	53.60	27.07	15.22	0.86	0.09	1.13	0.09	1.56	0.39
NEBRASKA	17.44	72.53	7.49	0.03	0.02	0.68	0.83	0.57	0.40
NEVADA	29.84	48.11	12.98	7.54	0.00	0.01	0.03	0.90	0.58
NEW HAMPSHIRE	55.27	18.81	18.78	0.06	4.80	0.12	1.44	0.67	0.05
NEW JERSEY	39.56	20.80	28.36	5.23	4.87	0.40	0.07	0.44	0.26
NEW MEXICO	51.71	28.13	16.37	1.80	0.39	1.31	0.00	0.09	0.22
NEW YORK	8.57	34.33	44.44	4.89	4.72	0.59	1.77	0.54	0.16
NORTH CAROLINA	39.89	39.52	15.44	2.78	0.27	1.24	0.44	0.20	0.21
NORTH DAKOTA	69.34	10.74	14.87	2.04	0.13	0.89	1.18	0.80	0.02
OHIO	35.08	23.41	27.53	6.81	5.69	0.23	0.00	0.98	0.27
OKLAHOMA	58.99	31.19	8.03	0.65	0.04	0.87	0.08	0.15	–
OREGON	61.43	29.52	7.09	0.70	0.59	0.01	0.07	0.26	0.34
PENNSYLVANIA	33.78	24.22	32.31	4.48	3.20	0.39	0.67	0.65	0.31
PUERTO RICO	12.32	39.13	31.40	5.11	4.76	0.46	0.29	6.44	0.08
RHODE ISLAND	52.92	14.69	26.72	0.72	2.75	0.08	1.19	0.64	0.29
SOUTH CAROLINA	33.35	42.34	20.48	2.09	0.00	1.12	0.08	0.13	0.40
SOUTH DAKOTA	7.78	72.49	14.39	0.44	0.58	1.34	2.14	0.36	0.18
TENNESSEE	34.19	43.48	16.75	2.59	0.58	1.12	0.05	1.10	0.14
TEXAS	2.61	78.26	10.78	3.78	0.19	0.08	0.05	4.09	0.16
UTAH	38.46	42.60	11.28	3.12	0.03	0.73	0.01	1.00	2.77
VERMONT	51.56	30.19	12.30	0.76	0.92	0.05	1.57	2.64	0.00
VIRGINIA	29.03	37.34	27.95	2.70	0.44	1.06	0.58	0.38	0.53
WASHINGTON	37.34	35.40	21.86	1.57	2.17	0.92	0.01	0.30	0.42
WEST VIRGINIA	44.96	32.68	19.00	1.63	0.10	0.92	0.08	0.38	0.25
WISCONSIN	30.94	37.82	27.86	2.17	0.08	0.53	0.03	0.27	0.32
WYOMING	43.82	43.05	9.73	0.71	0.15	1.44	0.55	0.20	0.36
AMERICAN SAMOA	31.07	25.99	5.65	36.16	0.00	0.00	0.00	1.13	0.00
GUAM	28.23	30.44	30.77	10.08	0.00	0.11	0.11	0.27	–
NORTHERN MARIANAS	22.60	34.02	43.38	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	11.17	76.28	9.99	0.30	0.00	0.55	1.69	0.02	0.00
U.S. & INSULAR AREAS	27.20	40.90	24.88	3.30	1.67	0.55	0.36	0.85	0.29
50 STATES, D.C. & P.R.	27.22	40.86	24.90	3.30	1.67	0.55	0.36	0.85	0.29

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

LEARNING DISABLED

STATE	NUMBER REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	-	27,168	1,541	0	22	-	198	0	75
ALASKA	2,437	3,068	1,110	0	0	3	0	13	0
ARIZONA	166	22,463	5,156	0	11	0	7	0	1
ARKANSAS	3,948	17,682	1,132	13	32	1	14	25	126
CALIFORNIA	5,535	147,948	65,726	-	737	-	-	-	219
COLORADO	3,182	17,636	1,638	19	27	0	9	14	59
CONNECTICUT	2,522	20,248	6,496	229	230	36	53	25	10
DELAWARE	1,683	3,562	1,218	550	2	1	5	18	0
DISTRICT OF COLUMBIA	0	3,058	3	177	138	0	4	0	23
FLORIDA	9,653	43,340	16,435	676	15	0	5	9	57
GEORGIA	261	21,248	4,241	5	2	0	5	8	25
HAWAII	2,445	3,920	1,041	0	2	3	0	0	15
IDAHO	4,984	4,436	10	183	0	0	0	0	1
ILLINOIS	3,808	66,809	29,628	901	159	15	20	24	21
INDIANA	815	25,763	8,424	62	0	1	1	2	0
IOWA	217	17,498	4,350	-	-	0	-	4	0
KANSAS	15,001	-	1,684	59	8	1	25	15	35
KENTUCKY	910	18,385	2,157	220	1	0	0	34	26
LOUISIANA	7,624	12,803	10,493	407	138	44	14	71	53
MAINE	4,940	4,484	543	14	32	0	6	9	42
MARYLAND	13,718	13,406	17,473	270	115	0	3	50	290
MASSACHUSETTS	4,158	30,905	9,795	945	1,376	245	237	363	30
MICHIGAN	24,129	26,011	13,635	775	-	6	20	128	182
MINNESOTA	4,932	28,291	3,395	151	-	0	-	25	20
MISSISSIPPI	6,140	13,476	4,631	89	0	0	0	19	9
MISSOURI	557	38,262	4,717	0	624	0	-	15	220
MONTANA	3,367	3,264	882	22	0	0	0	2	6
NEBRASKA	2,189	9,109	869	0	4	0	0	0	55
NEVADA	1,611	5,834	637	9	0	0	0	3	55
NEW HAMPSHIRE	5,701	2,213	1,286	0	138	2	42	5	2
NEW JERSEY	9,691	30,849	31,536	2,346	1,293	9	14	104	112
NEW MEXICO	7,780	4,617	632	9	25	0	0	1	19
NEW YORK	1,052	80,401	62,105	6,933	515	8	132	280	193
NORTH CAROLINA	15,721	24,570	3,624	108	14	0	1	3	54
NORTH DAKOTA	4,297	761	156	31	1	1	2	2	0
OHIO	22,927	39,687	9,963	76	1,816	0	0	23	231
OKLAHOMA	14,194	15,245	956	11	2	63	1	10	-
OREGON	14,419	10,270	1,139	1	67	0	8	35	78
PENNSYLVANIA	14,935	32,695	27,052	608	1,172	39	88	47	118
PUERTO RICO	692	6,255	935	107	105	11	3	53	5
RHODE ISLAND	6,537	2,413	3,395	11	58	0	20	12	5
SOUTH CAROLINA	2,056	18,219	4,242	54	0	0	1	8	99
SOUTH DAKOTA	530	4,592	203	0	0	1	7	1	1
TENNESSEE	5,694	32,513	6,107	151	22	4	6	28	74
TEXAS	4,098	122,962	16,928	5,933	296	131	1	6,430	225
UTAH	6,350	9,746	1,028	6	0	0	0	29	1
VERMONT	1,989	2,399	28	5	14	0	22	3	0
VIRGINIA	8,646	24,199	12,836	130	117	6	51	16	116
WASHINGTON	11,249	17,445	3,961	47	341	0	0	30	139
WEST VIRGINIA	5,991	11,032	2,336	0	0	5	1	9	31
WISCONSIN	6,512	13,685	2,491	14	6	1	0	10	39
WYOMING	1,878	2,959	194	2	0	1	3	7	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	266	260	229	0	0	0	0	0	-
NORTHERN MARIANAS	44	62	2	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	370	2,663	293	12	0	0	0	0	0
U.S. & INSULAR AREAS	304,551	1,162,789	412,717	22,371	9,677	638	1,029	8,022	3,198
50 STATES, D.C. & P.R.	303,871	1,159,804	412,193	22,359	9,677	638	1,029	8,022	3,198

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1986–1987

LEARNING DISABLED

STATE	PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	–	93.67	5.31	0.00	0.08	–	0.68	0.00	0.26
ALASKA	36.75	46.27	16.74	0.00	0.00	0.05	0.00	0.20	0.00
ARIZONA	0.60	80.79	18.54	0.00	0.04	0.00	0.03	0.00	0.00
ARKANSAS	17.19	76.97	4.93	0.06	0.14	0.00	0.06	0.11	0.55
CALIFORNIA	2.51	67.20	29.85	–	0.33	–	–	–	0.10
COLORADO	14.09	78.09	7.25	0.08	0.12	0.00	0.04	0.06	0.26
CONNECTICUT	8.45	67.83	21.76	0.77	0.77	0.12	0.18	0.08	0.03
DELAWARE	23.91	50.60	17.30	7.81	0.03	0.01	0.07	0.26	0.00
DISTRICT OF COLUMBIA	0.00	89.86	0.09	5.20	4.06	0.00	0.12	0.00	0.68
FLORIDA	13.75	61.75	23.42	0.96	0.02	0.00	0.01	0.01	0.08
GEORGIA	1.01	82.37	16.44	0.02	0.01	0.00	0.02	0.03	0.10
HAWAII	32.92	52.79	14.02	0.00	0.03	0.04	0.00	0.00	0.20
IDAHO	51.84	46.14	0.10	1.90	0.00	0.00	0.00	0.00	0.01
ILLINOIS	3.76	65.90	29.22	0.89	0.16	0.01	0.02	0.02	0.02
INDIANA	2.32	73.47	24.02	0.18	0.00	0.00	0.00	0.01	0.00
IOWA	0.98	79.29	19.71	–	–	0.00	–	0.02	0.00
KANSAS	89.14	–	10.01	0.35	0.05	0.01	0.15	0.09	0.21
KENTUCKY	4.19	84.59	9.92	1.01	0.00	0.00	0.00	0.16	0.12
LOUISIANA	24.09	40.46	33.16	1.29	0.44	0.14	0.04	0.22	0.17
MAINE	49.06	44.53	5.39	0.14	0.32	0.00	0.06	0.09	0.42
MARYLAND	30.27	29.58	38.55	0.60	0.25	0.00	0.01	0.11	0.64
MASSACHUSETTS	8.65	64.31	20.38	1.97	2.86	0.51	0.49	0.76	0.06
MICHIGAN	37.19	40.09	21.01	1.19	–	0.01	0.03	0.20	0.28
MINNESOTA	13.40	76.85	9.22	0.41	–	0.00	–	0.07	0.05
MISSISSIPPI	25.20	55.31	19.01	0.37	0.00	0.00	0.00	0.08	0.04
MISSOURI	1.25	86.19	10.63	0.00	1.41	0.00	–	0.03	0.50
MONTANA	44.64	43.27	11.69	0.29	0.00	0.00	0.00	0.03	0.08
NEBRASKA	17.90	74.51	7.11	0.00	0.03	0.00	0.00	0.00	0.45
NEVADA	19.77	71.59	7.82	0.11	0.00	0.00	0.00	0.04	0.67
NEW HAMPSHIRE	60.72	23.57	13.70	0.00	1.47	0.02	0.45	0.05	0.02
NEW JERSEY	12.76	40.62	41.52	3.09	1.70	0.01	0.02	0.14	0.15
NEW MEXICO	59.47	35.29	4.83	0.07	0.19	0.00	0.00	0.01	0.15
NEW YORK	0.69	53.03	40.96	4.57	0.34	0.01	0.09	0.18	0.13
NORTH CAROLINA	35.65	55.72	8.22	0.24	0.03	0.00	0.00	0.01	0.12
NORTH DAKOTA	81.83	14.49	2.97	0.59	0.02	0.02	0.04	0.04	0.00
OHIO	30.68	53.11	13.33	0.10	2.43	0.00	0.00	0.03	0.31
OKLAHOMA	46.57	50.01	3.14	0.04	0.01	0.21	0.00	0.03	–
OREGON	55.42	39.47	4.38	0.00	0.26	0.00	0.03	0.13	0.30
PENNSYLVANIA	19.46	42.60	35.25	0.79	1.53	0.05	0.11	0.06	0.15
PUERTO RICO	8.47	76.60	11.45	1.31	1.29	0.13	0.04	0.65	0.06
RHODE ISLAND	52.50	19.38	27.27	0.09	0.47	0.00	0.16	0.10	0.04
SOUTH CAROLINA	8.33	73.82	17.19	0.22	0.00	0.00	0.00	0.03	0.40
SOUTH DAKOTA	9.93	86.07	3.81	0.00	0.00	0.02	0.13	0.02	0.02
TENNESSEE	12.77	72.90	13.69	0.34	0.05	0.01	0.01	0.06	0.17
TEXAS	2.61	78.32	10.78	3.78	0.19	0.08	0.00	4.10	0.14
UTAH	37.00	56.79	5.99	0.03	0.00	0.00	0.00	0.17	0.01
VERMONT	44.60	53.79	0.63	0.11	0.31	0.00	0.49	0.07	0.00
VIRGINIA	18.75	52.47	27.83	0.28	0.25	0.01	0.11	0.03	0.25
WASHINGTON	33.87	52.53	11.93	0.14	1.03	0.00	0.00	0.09	0.42
WEST VIRGINIA	30.87	56.85	12.04	0.00	0.00	0.03	0.01	0.05	0.16
WISCONSIN	28.61	60.13	10.95	0.06	0.03	0.00	0.00	0.04	0.17
WYOMING	37.22	58.65	3.85	0.04	0.00	0.02	0.06	0.14	0.02
AMERICAN SAMOA	–	–	–	–	–	–	–	–	–
GUAM	35.23	34.44	30.33	0.00	0.00	0.00	0.00	0.00	–
NORTHERN MARIANAS	40.74	57.41	1.85	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	11.08	79.78	8.78	0.36	0.00	0.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	15.82	60.40	21.44	1.16	0.50	0.03	0.05	0.42	0.17
50 STATES, D.C. & P.R.	15.82	60.38	21.46	1.16	0.50	0.03	0.05	0.42	0.17

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

SPEECH IMPAIRED

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	–	20,215	140	0	60	–	0	0	0
ALASKA	1,823	809	254	1	69	0	0	4	0
ARIZONA	0	10,858	1,061	5	70	0	0	0	0
ARKANSAS	7,357	1,925	118	5	4	0	0	0	1
CALIFORNIA	90,059	1,905	5,540	–	100	–	–	–	227
COLORADO	5,848	1,674	414	113	78	0	0	13	0
CONNECTICUT	1,123	5,318	3,923	53	85	5	7	7	2
DELAWARE	1,248	119	15	5	2	0	0	0	0
DISTRICT OF COLUMBIA	1,181	43	45	80	0	0	0	0	0
FLORIDA	45,826	9,831	989	117	1	0	0	4	1
GEORGIA	194	21,959	142	25	0	0	0	2	0
HAWAII	2,140	13	59	0	0	0	0	0	0
IDAHO	2,178	1,431	0	239	0	0	0	2	0
ILLINOIS	64,025	1,915	5,163	885	21	4	11	31	3
INDIANA	39,508	0	0	345	0	24	0	0	44
IOWA	12,337	81	508	–	–	0	–	24	0
KANSAS	11,480	–	334	49	151	2	115	156	1
KENTUCKY	16,867	8,660	364	288	3	0	0	52	0
LOUISIANA	18,807	478	1,658	138	15	6	0	41	3
MAINE	5,238	425	284	61	250	0	0	86	0
MARYLAND	19,506	2,610	3,658	303	160	0	2	45	18
MASSACHUSETTS	2,709	20,136	6,380	617	898	160	154	237	20
MICHIGAN	39,223	408	2,113	11	–	2	9	492	2
MINNESOTA	3,430	12,850	2,607	273	–	0	–	12	0
MISSISSIPPI	15,298	2,174	886	216	2	0	0	3	0
MISSOURI	455	26,948	969	0	334	0	–	23	46
MONTANA	4,031	148	32	0	0	4	0	32	3
NEBRASKA	1,593	6,662	676	0	0	0	0	0	0
NEVADA	2,568	212	305	134	0	0	1	0	2
NEW HAMPSHIRE	1,867	402	789	0	94	0	4	78	0
NEW JERSEY	55,861	424	1,581	73	412	0	0	1	26
NEW MEXICO	6,137	1,876	1,984	213	38	0	0	0	8
NEW YORK	20,538	3,526	6,726	595	3,126	0	1	28	5
NORTH CAROLINA	21,658	5,022	261	52	55	0	0	2	28
NORTH DAKOTA	3,575	126	272	131	3	0	4	59	0
OHIO	45,052	0	0	0	9,388	0	0	0	43
OKLAHOMA	24,884	1,483	7	24	4	9	0	3	–
OREGON	10,023	839	373	7	46	0	0	7	14
PENNSYLVANIA	48,661	6,735	764	1,208	116	0	0	528	4
PUERTO RICO	1,463	561	339	138	286	2	2	74	1
RHODE ISLAND	3,176	100	142	1	4	0	5	1	0
SOUTH CAROLINA	19,497	1,590	170	12	0	0	0	0	4
SOUTH DAKOTA	300	4,081	795	0	0	0	0	2	0
TENNESSEE	25,360	2,076	534	105	13	0	4	20	15
TEXAS	1,796	53,915	7,423	2,602	129	57	0	2,819	4
UTAH	7,656	4,313	358	2	4	1	5	48	0
VERMONT	2,785	229	158	20	52	0	13	221	0
VIRGINIA	18,693	9,319	445	74	2	0	0	16	9
WASHINGTON	11,530	838	1,239	0	258	0	0	39	0
WEST VIRGINIA	13,300	178	53	0	0	0	0	12	0
WISCONSIN	12,849	2,852	2,108	54	9	0	1	3	2
WYOMING	2,027	490	106	9	6	0	0	0	0
AMERICAN SAMOA	52	0	0	0	0	0	0	0	0
GUAM	87	49	8	0	0	0	0	0	–
NORTHERN MARIANAS	75	97	48	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	170	1,205	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	775,124	262,133	64,420	9,283	16,348	276	338	5,227	536
50 STATES, D.C. & P.R.	774,740	260,782	64,364	9,283	16,348	276	338	5,227	536

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

SPEECH IMPAIRED

STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN– VIRONMENT	CORRECTION FACILITIES
	PERCENT								
ALABAMA	–	99.02	0.69	0.00	0.29	–	0.00	0.00	0.00
ALASKA	61.59	27.33	8.58	0.03	2.33	0.00	0.00	0.14	0.00
ARIZONA	0.00	90.53	8.85	0.04	0.58	0.00	0.00	0.00	0.00
ARKANSAS	78.18	20.46	1.25	0.05	0.04	0.00	0.00	0.00	0.01
CALIFORNIA	92.06	1.95	5.66	–	0.10	–	–	–	0.23
COLORADO	71.84	20.57	5.09	1.39	0.95	0.00	0.00	0.16	0.00
CONNECTICUT	10.67	50.54	37.28	0.50	0.81	0.05	0.07	0.07	0.02
DELAWARE	89.85	8.57	1.08	0.36	0.14	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	87.55	3.19	3.34	5.93	0.00	0.00	0.00	0.00	0.00
FLORIDA	80.72	17.32	1.74	0.21	0.00	0.00	0.00	0.01	0.00
GEORGIA	0.87	98.37	0.64	0.11	0.00	0.00	0.00	0.01	0.00
HAWAII	96.75	0.59	2.67	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	56.57	37.17	0.00	6.21	0.00	0.00	0.00	0.05	0.00
ILLINOIS	88.85	2.66	7.17	1.23	0.03	0.01	0.02	0.04	0.00
INDIANA	98.97	0.00	0.00	0.86	0.00	0.06	0.00	0.00	0.11
IOWA	95.27	0.63	3.92	–	–	0.00	–	0.19	0.00
KANSAS	93.42	–	2.72	0.40	1.23	0.02	0.94	1.27	0.01
KENTUCKY	64.29	33.01	1.39	1.10	0.01	0.00	0.00	0.20	0.00
LOUISIANA	88.94	2.26	7.84	0.65	0.07	0.03	0.00	0.19	0.01
MAINE	82.57	6.70	4.48	0.96	3.94	0.00	0.00	1.36	0.00
MARYLAND	74.16	9.92	13.91	1.15	0.61	0.00	-0.01	0.17	0.07
MASSACHUSETTS	8.65	64.31	20.38	1.97	2.87	0.51	0.49	0.76	0.06
MICHIGAN	92.81	0.97	5.00	0.03	–	0.00	0.02	1.16	0.00
MINNESOTA	17.89	67.02	13.60	1.42	–	0.00	–	0.06	0.00
MISSISSIPPI	82.34	11.70	4.77	1.16	0.01	0.00	0.00	0.02	0.00
MISSOURI	1.58	93.65	3.37	0.00	1.16	0.00	–	0.08	0.16
MONTANA	94.85	3.48	0.75	0.00	0.00	0.09	0.00	0.75	0.07
NEBRASKA	17.84	74.59	7.57	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	79.70	6.58	9.47	4.16	0.00	0.00	0.03	0.00	0.06
NEW HAMPSHIRE	57.73	12.43	24.40	0.00	2.91	0.00	0.12	2.41	0.00
NEW JERSEY	95.69	0.73	2.71	0.13	0.71	0.00	0.00	0.00	0.04
NEW MEXICO	65.59	20.05	11.59	2.28	0.41	0.00	0.00	0.00	0.09
NEW YORK	59.45	10.21	19.47	1.72	9.05	0.00	0.00	0.08	0.01
NORTH CAROLINA	79.98	18.55	0.96	0.19	0.20	0.00	0.00	0.01	0.10
NORTH DAKOTA	85.73	3.02	6.52	3.14	0.07	0.00	0.10	1.41	0.00
OHIO	82.69	0.00	0.00	0.00	17.23	0.00	0.00	0.00	0.08
OKLAHOMA	94.21	5.61	0.03	0.09	0.02	0.03	0.00	0.01	–
OREGON	88.63	7.42	3.30	0.06	0.41	0.00	0.00	0.06	0.12
PENNSYLVANIA	83.88	11.61	1.32	2.08	0.20	0.00	0.00	0.91	0.01
PUERTO RICO	51.05	19.57	11.83	4.82	9.98	0.07	0.07	2.58	0.03
RHODE ISLAND	92.62	2.92	4.14	0.03	0.12	0.00	0.15	0.03	0.00
SOUTH CAROLINA	91.65	7.47	0.80	0.06	0.00	0.00	0.00	0.00	0.02
SOUTH DAKOTA	5.79	78.81	15.35	0.00	0.00	0.00	0.00	0.04	0.00
TENNESSEE	90.16	7.38	1.90	0.37	0.05	0.00	0.01	0.07	0.05
TEXAS	2.61	78.43	10.80	3.79	0.19	0.08	0.00	4.10	0.01
UTAH	61.81	34.82	2.89	0.02	0.03	0.01	0.04	0.39	0.00
VERMONT	80.07	6.58	4.54	0.58	1.50	0.00	0.37	6.35	0.00
VIRGINIA	65.46	32.63	1.56	0.26	0.01	0.00	0.00	0.06	0.03
WASHINGTON	82.93	6.03	8.91	0.00	1.86	0.00	0.00	0.28	0.00
WEST VIRGINIA	98.21	1.31	0.39	0.00	0.00	0.00	0.00	0.09	0.00
WISCONSIN	71.87	15.95	11.79	0.30	0.05	0.00	0.01	0.02	0.01
WYOMING	76.84	18.57	4.02	0.34	0.23	0.00	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	60.42	34.03	5.56	0.00	0.00	0.00	0.00	0.00	–
NORTHERN MARIANAS	34.09	44.09	21.82	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	12.36	87.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	68.37	23.12	5.68	0.82	1.44	0.02	0.03	0.46	0.05
50 STATES, D.C. & P.R.	68.45	23.04	5.69	0.82	1.44	0.02	0.03	0.46	0.05

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

MENTALLY RETARDED

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	9,575	21,511	10	114	-	80	0	110
ALASKA	11	142	273	8	3	0	1	2	0
ARIZONA	0	977	4,222	54	135	0	7	7	0
ARKANSAS	758	6,740	4,033	129	1,171	349	15	53	72
CALIFORNIA	749	531	25,109	-	344	-	-	-	8
COLORADO	52	628	3,055	207	115	1	5	8	6
CONNECTICUT	283	372	2,718	619	128	109	75	33	16
DELAWARE	56	430	278	628	0	0	14	18	0
DISTRICT OF COLUMBIA	2	317	442	315	79	13	21	0	12
FLORIDA	140	1,525	15,711	6,205	1,680	59	30	222	48
GEORGIA	196	7,086	16,269	881	5	362	18	17	51
HAWAII	17	284	1,027	42	13	36	0	8	2
IDAHO	48	810	1,801	147	0	0	0	160	1
ILLINOIS	200	1,577	20,708	4,201	1,867	241	705	12	18
INDIANA	24	2,051	15,776	3,686	0	44	51	15	0
IOWA	36	2,473	9,305	-	-	79	-	44	0
KANSAS	857	-	4,726	288	60	109	51	25	8
KENTUCKY	658	10,566	6,796	513	20	0	6	81	3
LOUISIANA	396	1,042	6,477	2,464	561	419	3	242	41
MAINE	629	1,174	1,632	270	166	32	13	8	2
MARYLAND	176	502	4,329	1,281	197	14	41	10	30
MASSACHUSETTS	2,496	18,561	5,882	568	826	147	142	217	19
MICHIGAN	854	3,481	11,235	6,645	-	8	6	71	47
MINNESOTA	224	3,717	7,184	1,107	-	103	-	10	0
MISSISSIPPI	468	3,467	5,488	388	8	0	6	68	12
MISSOURI	48	3,921	10,522	2,015	345	39	-	37	43
MONTANA	61	226	834	50	5	8	0	85	4
NEBRASKA	805	3,444	360	10	1	53	203	0	14
NEVADA	18	274	332	341	0	0	0	0	1
NEW HAMPSHIRE	351	106	378	0	179	0	24	1	6
NEW JERSEY	93	264	4,516	1,873	769	131	18	31	19
NEW MEXICO	110	871	1,161	131	18	84	0	4	1
NEW YORK	47	1,989	21,121	2,407	1,548	127	287	86	19
NORTH CAROLINA	1,906	9,564	8,458	1,931	147	82	104	15	29
NORTH DAKOTA	80	287	1,184	57	5	12	65	15	1
OHIO	823	6,356	35,717	9,289	147	33	0	64	237
OKLAHOMA	1,218	4,524	3,314	83	5	294	1	1	-
OREGON	216	600	792	90	8	0	0	6	2
PENNSYLVANIA	770	4,727	27,561	4,465	1,807	307	259	416	74
PUERTO RICO	938	7,975	9,339	1,246	438	25	46	431	13
RHODE ISLAND	8	36	905	0	201	16	29	7	4
SOUTH CAROLINA	1,212	6,984	7,528	1,032	0	408	2	48	68
SOUTH DAKOTA	23	934	522	6	27	51	80	1	1
TENNESSEE	345	5,302	7,481	825	279	250	11	25	19
TEXAS	726	21,780	2,999	1,051	52	23	16	1,139	20
UTAH	248	875	2,186	225	1	78	0	16	0
VERMONT	489	416	993	1	13	0	18	42	0
VIRGINIA	172	2,293	10,005	1,221	54	225	114	102	70
WASHINGTON	573	2,641	5,017	375	214	74	0	23	69
WEST VIRGINIA	323	2,696	5,891	662	2	147	4	33	13
WISCONSIN	163	1,425	3,269	474	4	6	4	13	9
WYOMING	12	209	285	21	3	69	9	0	0
AMERICAN SAMOA	3	46	0	47	0	0	0	0	0
GUAM	98	170	243	68	0	0	1	0	-
NORTHERN MARIANAS	13	42	33	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	212	138	2	0	9	40	0	0
U.S. & INSULAR AREAS	21,236	169,217	369,071	60,654	13,764	4,676	2,625	3,972	1,236
50 STATES, D.C. & P.R.	21,108	168,747	368,657	60,537	13,764	4,667	2,584	3,972	1,236

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

MENTALLY RETARDED

STATE	PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	–	30.49	68.51	0.03	0.36	–	0.25	0.00	0.35
ALASKA	2.50	32.27	62.05	1.82	0.68	0.00	0.23	0.45	0.00
ARIZONA	0.00	18.09	78.16	1.00	2.50	0.00	0.13	0.13	0.00
ARKANSAS	5.69	50.60	30.28	0.97	8.79	2.62	0.11	0.40	0.54
CALIFORNIA	2.80	1.99	93.90	–	1.29	–	–	–	0.03
COLORADO	1.28	15.40	74.93	5.08	2.82	0.02	0.12	0.20	0.15
CONNECTICUT	6.50	8.55	62.44	14.22	2.94	2.50	1.72	0.76	0.37
DELAWARE	3.93	30.20	19.52	44.10	0.00	0.00	0.98	1.26	0.00
DISTRICT OF COLUMBIA	0.17	26.39	36.80	26.23	6.58	1.08	1.75	0.00	1.00
FLORIDA	0.55	5.95	61.32	24.22	6.56	0.23	0.12	0.87	0.19
GEORGIA	0.79	28.47	65.38	3.54	0.02	1.45	0.07	0.07	0.20
HAWAII	1.19	19.87	71.87	2.94	0.91	2.52	0.00	0.56	0.14
IDAHO	1.62	27.30	60.70	4.95	0.00	0.00	0.00	5.39	0.03
ILLINOIS	0.68	5.34	70.13	14.23	6.32	0.82	2.39	0.04	0.06
INDIANA	0.11	9.47	72.88	17.03	0.00	0.20	0.24	0.07	0.00
IOWA	0.30	20.72	77.95	–	–	0.66	–	0.37	0.00
KANSAS	13.99	–	77.17	4.70	0.98	1.78	0.83	0.41	0.13
KENTUCKY	3.53	56.68	36.45	2.75	0.11	0.00	0.03	0.43	0.02
LOUISIANA	3.40	8.95	55.62	21.16	4.82	3.60	0.03	2.08	0.35
MAINE	16.02	29.90	41.57	6.88	4.23	0.82	0.33	0.20	0.05
MARYLAND	2.67	7.63	65.79	19.47	2.99	0.21	0.62	0.15	0.46
MASSACHUSETTS	8.65	64.32	20.38	1.97	2.86	0.51	0.49	0.75	0.07
MICHIGAN	3.82	15.58	50.28	29.74	–	0.04	0.03	0.32	0.21
MINNESOTA	1.81	30.11	58.19	8.97	–	0.83	–	0.08	0.00
MISSISSIPPI	4.72	35.00	55.41	3.92	0.08	0.00	0.06	0.69	0.12
MISSOURI	0.28	23.11	62.00	11.87	2.03	0.23	–	0.22	0.25
MONTANA	4.79	17.75	65.51	3.93	0.39	0.63	0.00	6.68	0.31
NEBRASKA	16.46	70.43	7.36	0.20	0.02	1.08	4.15	0.00	0.29
NEVADA	1.86	28.36	34.37	35.30	0.00	0.00	0.00	0.00	0.10
NEW HAMPSHIRE	33.78	10.20	36.38	0.00	17.23	0.00	2.31	0.10	0.00
NEW JERSEY	1.21	3.42	58.54	24.28	9.97	1.70	0.23	0.40	0.25
NEW MEXICO	4.62	36.60	48.78	5.50	0.76	3.53	0.00	0.17	0.04
NEW YORK	0.17	7.20	76.44	8.71	5.60	0.46	1.04	0.31	0.07
NORTH CAROLINA	8.57	43.01	38.04	8.68	0.66	0.37	0.47	0.07	0.13
NORTH DAKOTA	4.69	16.82	69.40	3.34	0.29	0.70	3.81	0.88	0.06
OHIO	1.56	12.07	67.82	17.64	0.28	0.06	0.00	0.12	0.45
OKLAHOMA	12.90	47.92	35.11	0.88	0.05	3.11	0.01	0.01	–
OREGON	12.60	35.01	46.21	5.25	0.47	0.00	0.00	0.35	0.12
PENNSYLVANIA	1.91	11.70	68.24	11.06	4.47	0.76	0.64	1.03	0.18
PUERTO RICO	4.59	39.00	45.67	6.09	2.14	0.12	0.22	2.11	0.06
RHODE ISLAND	0.66	2.99	75.04	0.00	16.67	1.33	2.40	0.50	0.33
SOUTH CAROLINA	7.01	40.41	43.56	5.97	0.00	2.36	0.01	0.28	0.39
SOUTH DAKOTA	1.40	56.78	31.73	0.36	1.64	3.10	4.86	0.06	0.06
TENNESSEE	2.37	36.47	51.46	5.68	1.92	1.72	0.08	0.17	0.13
TEXAS	2.61	78.33	10.79	3.78	0.19	0.08	0.06	4.10	0.07
UTAH	6.83	24.11	60.24	6.20	0.03	2.15	0.00	0.44	0.00
VERMONT	24.80	21.10	50.35	0.05	0.66	0.00	0.91	2.13	0.00
VIRGINIA	1.21	16.08	70.18	8.56	0.38	1.58	0.80	0.72	0.49
WASHINGTON	6.38	29.39	55.83	4.17	2.38	0.82	0.00	0.26	0.77
WEST VIRGINIA	3.31	27.59	60.29	6.78	0.02	1.50	0.04	0.34	0.13
WISCONSIN	3.04	26.55	60.91	8.83	0.07	0.11	0.07	0.24	0.17
WYOMING	1.97	34.37	46.87	3.45	0.49	11.35	1.48	0.00	0.00
AMERICAN SAMOA	3.13	47.92	0.00	48.96	0.00	0.00	0.00	0.00	0.00
GUAM	16.90	29.31	41.90	11.72	0.00	0.00	0.17	0.00	–
NORTHERN MARIANAS	14.77	47.73	37.50	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	3.37	51.08	33.25	0.48	0.00	2.17	9.64	0.00	0.00
U.S. & INSULAR AREAS	3.29	26.18	57.09	9.38	2.13	0.72	0.41	0.61	0.19
50 STATES, D.C. & P.R.	3.27	26.15	57.13	9.38	2.13	0.72	0.40	0.62	0.19

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1986-1987

EMOTIONALLY DISTURBED

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	–	4,415	1,207	114	69	–	34	0	207
ALASKA	33	117	170	19	0	9	2	7	2
ARIZONA	0	1,706	1,800	1	30	0	340	0	55
ARKANSAS	44	251	210	3	12	3	25	15	12
CALIFORNIA	451	513	6,123	–	2,667	–	–	–	25
COLORADO	1,894	3,562	2,315	67	12	17	291	262	197
CONNECTICUT	845	3,582	4,191	869	843	101	824	407	1,079
DELAWARE	378	989	384	316	0	38	17	85	136
DISTRICT OF COLUMBIA	0	122	236	89	79	0	154	47	34
FLORIDA	801	7,580	9,418	1,960	203	174	160	20	106
GEORGIA	131	11,481	4,687	456	3	319	22	4	12
HAWAII	71	121	278	0	2	10	39	25	17
IDAHO	88	137	149	13	0	0	45	25	22
ILLINOIS	1,011	5,847	12,890	3,853	2,560	683	181	103	778
INDIANA	175	992	2,330	341	0	147	33	17	0
IOWA	221	1,994	3,847	–	–	136	–	42	0
KANSAS	1,914	–	1,574	565	42	205	151	35	199
KENTUCKY	48	1,211	959	189	22	0	44	99	2
LOUISIANA	342	593	2,015	388	25	308	134	48	93
MAINE	1,632	1,012	664	278	457	73	15	33	87
MARYLAND	370	300	2,028	602	450	144	121	35	58
MASSACHUSETTS	1,613	11,995	3,800	366	536	96	92	142	11
MICHIGAN	5,957	5,754	6,134	1,616	–	453	283	372	339
MINNESOTA	1,042	4,212	2,342	1,100	–	79	–	161	0
MISSISSIPPI	32	96	133	2	4	0	16	7	11
MISSOURI	90	4,318	3,310	0	645	38	–	55	59
MONTANA	176	167	196	8	0	37	14	0	46
NEBRASKA	364	1,571	161	0	0	0	50	172	42
NEVADA	40	546	238	213	0	1	1	1	26
NEW HAMPSHIRE	607	229	306	3	210	14	104	12	6
NEW JERSEY	689	2,577	5,473	1,723	3,477	218	24	267	231
NEW MEXICO	931	725	1,158	66	9	69	0	8	29
NEW YORK	505	8,542	26,510	2,921	2,420	1,121	3,735	675	218
NORTH CAROLINA	1,945	2,370	2,503	389	20	299	24	163	108
NORTH DAKOTA	237	81	87	0	3	17	39	3	2
OHIO	317	414	3,171	3,162	16	186	0	214	41
OKLAHOMA	97	164	443	88	1	0	21	20	–
OREGON	689	590	592	77	110	1	19	24	47
PENNSYLVANIA	984	3,554	7,884	1,812	2,523	323	468	193	408
PUERTO RICO	308	233	661	112	232	3	9	94	5
RHODE ISLAND	300	184	544	1	167	0	154	8	43
SOUTH CAROLINA	571	3,214	2,058	282	0	96	54	26	120
SOUTH DAKOTA	56	286	72	6	12	20	128	6	12
TENNESSEE	262	743	918	133	27	276	21	29	28
TEXAS	571	17,108	2,355	825	42	18	76	895	232
UTAH	4,126	5,521	1,355	337	7	82	2	255	1,364
VERMONT	222	207	23	58	7	2	36	4	0
VIRGINIA	654	1,544	3,248	730	218	186	364	107	310
WASHINGTON	624	1,138	1,204	300	114	82	8	42	80
WEST VIRGINIA	964	1,127	28	57	40	20	28	11	71
WISCONSIN	1,712	3,989	3,326	156	23	62	12	71	144
WYOMING	169	151	182	3	3	0	25	2	35
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	4	15	16	5	0	2	0	0	–
NORTHERN MARIANAS	0	0	2	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	38	79	51	3	0	2	38	1	0
U.S. & INSULAR AREAS	37,345	129,969	137,959	26,677	18,342	6,170	8,477	5,349	7,189
50 STATES, D.C. & P.R.	37,303	129,875	137,890	26,669	18,342	6,166	8,439	5,348	7,189

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

EMOTIONALLY DISTURBED

STATE	PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	73.02	19.96	1.89	1.14	-	0.56	0.00	3.42
ALASKA	9.19	32.59	47.35	5.29	0.00	2.51	0.56	1.95	0.56
ARIZONA	0.00	43.39	45.78	0.03	0.76	0.00	8.65	0.00	1.40
ARKANSAS	7.65	43.65	36.52	0.52	2.09	0.52	4.35	2.61	2.09
CALIFORNIA	4.61	5.25	62.61	-	27.27	-	-	-	0.26
COLORADO	21.98	41.34	26.87	0.78	0.14	0.20	3.38	3.04	2.29
CONNECTICUT	6.63	28.11	32.89	6.82	6.62	0.79	6.47	3.19	8.47
DELAWARE	16.13	42.21	16.39	13.49	0.00	1.62	0.73	3.63	5.80
DISTRICT OF COLUMBIA	0.00	16.03	31.01	11.70	10.38	0.00	20.24	6.18	4.47
FLORIDA	3.92	37.12	46.12	9.60	0.99	0.85	0.78	0.10	0.52
GEORGIA	0.77	67.08	27.39	2.66	0.02	1.86	0.13	0.02	0.07
HAWAII	12.61	21.49	49.38	0.00	0.36	1.78	6.93	4.44	3.02
IDAHO	18.37	28.60	31.11	2.71	0.00	0.00	9.39	5.22	4.59
ILLINOIS	3.62	20.95	46.19	13.81	9.17	2.45	0.65	0.37	2.79
INDIANA	4.34	24.58	57.74	8.45	0.00	3.64	0.82	0.42	0.00
IOWA	3.54	31.96	61.65	-	-	2.18	-	0.67	0.00
KANSAS	40.85	-	33.60	12.06	0.90	4.38	3.22	0.75	4.25
KENTUCKY	1.86	47.05	37.26	7.34	0.85	0.00	1.71	3.85	0.08
LOUISIANA	8.67	15.03	51.06	9.83	0.63	7.81	3.40	1.22	2.36
MAINE	38.39	23.81	15.62	6.54	10.75	1.72	0.35	0.78	2.05
MARYLAND	9.01	7.30	49.37	14.65	10.95	3.51	2.95	0.85	1.41
MASSACHUSETTS	8.65	64.31	20.37	1.96	2.87	0.51	0.49	0.76	0.06
MICHIGAN	28.49	27.52	29.34	7.73	-	2.17	1.35	1.78	1.62
MINNESOTA	11.66	47.14	26.21	12.31	-	0.88	-	1.80	0.00
MISSISSIPPI	10.63	31.89	44.19	0.66	1.33	0.00	5.32	2.33	3.65
MISSOURI	1.06	50.71	38.87	0.00	7.57	0.45	-	0.65	0.69
MONTANA	27.33	25.93	30.43	1.24	0.00	5.75	2.17	0.00	7.14
NEBRASKA	15.42	66.57	6.82	0.00	0.00	0.00	2.12	7.29	1.78
NEVADA	3.75	51.22	22.33	19.98	0.00	0.09	0.09	0.09	2.44
NEW HAMPSHIRE	40.71	15.36	20.52	0.20	14.08	0.94	6.98	0.80	0.40
NEW JERSEY	4.69	17.56	37.28	11.74	23.69	1.49	0.16	1.82	1.57
NEW MEXICO	31.09	24.21	38.66	2.20	0.30	2.30	0.00	0.27	0.97
NEW YORK	1.08	18.31	56.83	6.26	5.19	2.40	8.01	1.45	0.47
NORTH CAROLINA	24.87	30.30	32.00	4.97	0.26	3.82	0.31	2.08	1.38
NORTH DAKOTA	50.53	17.27	18.55	0.00	0.64	3.62	8.32	0.64	0.43
OHIO	4.21	5.50	42.16	42.04	0.21	2.47	0.00	2.85	0.55
OKLAHOMA	11.63	19.66	53.12	10.55	0.12	0.00	2.52	2.40	-
OREGON	32.06	27.45	27.55	3.58	5.12	0.05	0.88	1.12	2.19
PENNSYLVANIA	5.42	19.58	43.44	9.98	13.90	1.78	2.58	1.06	2.25
PUERTO RICO	18.59	14.06	39.89	6.76	14.00	0.18	0.54	5.67	0.30
RHODE ISLAND	21.41	13.13	38.83	0.07	11.92	0.00	10.99	0.57	3.07
SOUTH CAROLINA	8.89	50.05	32.05	4.39	0.00	1.50	0.84	0.40	1.87
SOUTH DAKOTA	9.36	47.83	12.04	1.00	2.01	3.34	21.40	1.00	2.01
TENNESSEE	10.75	30.49	37.67	5.46	1.11	11.33	0.86	1.19	1.15
TEXAS	2.58	77.33	10.65	3.73	0.19	0.08	0.34	4.05	1.05
UTAH	31.62	42.31	10.38	2.58	0.05	0.63	0.02	1.95	10.45
VERMONT	39.71	37.03	4.11	10.38	1.25	0.36	6.44	0.72	0.00
VIRGINIA	8.88	20.98	44.12	9.92	2.96	2.53	4.94	1.45	4.21
WASHINGTON	17.37	31.68	33.52	8.35	3.17	2.28	0.22	1.17	2.23
WEST VIRGINIA	41.09	48.04	1.19	2.43	1.71	0.85	1.19	0.47	3.03
WISCONSIN	18.03	42.01	35.03	1.64	0.24	0.65	0.13	0.75	1.52
WYOMING	29.65	26.49	31.93	0.53	0.53	0.00	4.39	0.35	6.14
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-
GUAM	9.52	35.71	38.10	11.90	0.00	4.76	0.00	0.00	-
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17.92	37.26	24.06	1.42	0.00	0.94	17.92	0.47	0.00
U.S. & INSULAR AREAS	9.89	34.43	36.55	7.07	4.86	1.63	2.25	1.42	1.90
50 STATES, D.C. & P.R.	9.89	34.43	36.55	7.07	4.86	1.63	2.24	1.42	1.91

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

HARD OF HEARING & DEAF

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	–	398	311	2	0	–	0	0	0
ALASKA	54	63	50	0	0	2	0	1	0
ARIZONA	3	444	136	247	1	193	0	0	0
ARKANSAS	89	181	79	85	6	172	3	0	1
CALIFORNIA	1,559	257	4,773	–	60	–	–	–	0
COLORADO	272	188	260	18	11	97	1	0	0
CONNECTICUT	71	238	195	70	129	3	61	5	5
DELAWARE	120	25	5	98	0	4	1	0	0
DISTRICT OF COLUMBIA	15	18	14	0	0	0	0	0	0
FLORIDA	189	286	1,394	61	6	458	21	3	0
GEORGIA	13	518	386	273	0	198	0	3	0
HAWAII	37	54	144	22	2	0	0	1	0
IDAHO	90	105	43	70	0	0	0	0	0
ILLINOIS	424	486	2,050	125	12	239	7	2	0
INDIANA	39	282	416	58	0	421	0	2	0
IOWA	226	140	353	–	–	125	–	7	0
KANSAS	269	–	178	14	29	199	9	18	0
KENTUCKY	95	176	216	397	3	325	1	3	0
LOUISIANA	222	207	618	52	13	339	7	6	0
MAINE	161	75	31	12	10	114	2	5	0
MARYLAND	418	99	469	72	5	274	1	7	0
MASSACHUSETTS	165	1,397	388	37	53	10	9	14	2
MICHIGAN	838	468	1,109	161	–	146	0	24	0
MINNESOTA	318	546	355	51	–	127	–	1	0
MISSISSIPPI	52	129	129	12	6	8	1	0	0
MISSOURI	348	328	364	0	137	182	–	2	2
MONTANA	68	47	37	2	0	72	0	22	0
NEBRASKA	87	304	39	0	2	64	0	0	6
NEVADA	14	27	124	1	0	1	2	0	0
NEW HAMPSHIRE	132	24	56	1	8	0	15	2	0
NEW JERSEY	76	277	521	400	107	0	2	4	1
NEW MEXICO	147	62	87	13	1	135	0	0	0
NEW YORK	578	733	1,136	121	1,285	129	213	20	1
NORTH CAROLINA	709	877	199	73	0	610	2	0	2
NORTH DAKOTA	44	31	28	2	0	51	3	0	0
OHIO	443	222	1,370	276	12	119	0	4	0
OKLAHOMA	199	138	236	21	0	127	8	2	–
OREGON	78	22	7	3	9	3	0	0	0
PENNSYLVANIA	1,440	468	714	85	374	12	257	55	6
PUERTO RICO	288	260	638	102	217	11	19	43	3
RHODE ISLAND	37	19	14	123	3	0	4	0	0
SOUTH CAROLINA	281	275	294	0	0	134	1	0	0
SOUTH DAKOTA	138	97	21	37	0	33	0	0	0
TENNESSEE	506	325	206	172	26	337	1	2	0
TEXAS	99	2,980	410	143	7	3	1	156	2
UTAH	244	187	20	3	1	69	0	1	0
VERMONT	89	28	9	0	2	0	56	1	0
VIRGINIA	362	193	479	45	3	227	0	2	2
WASHINGTON	289	482	447	14	51	165	0	5	0
WEST VIRGINIA	65	75	169	1	2	135	2	3	0
WISCONSIN	85	23	95	3	1	0	0	0	0
WYOMING	58	53	27	2	1	8	2	0	0
AMERICAN SAMOA	0	0	10	3	0	0	0	0	0
GUAM	3	8	12	0	0	0	0	0	–
NORTHERN MARIANAS	15	12	2	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	13	16	3	0	0	6	0	0	0
U.S. & INSULAR AREAS	12,674	15,373	21,876	3,583	2,595	6,087	712	426	33
50 STATES, D.C. & P.R.	12,643	15,337	21,849	3,580	2,595	6,081	712	426	33

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

HARD OF HEARING & DEAF

	PERCENT								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	55.98	43.74	0.28	0.00	-	0.00	0.00	0.00
ALASKA	31.76	37.06	29.41	0.00	0.00	1.18	0.00	0.59	0.00
ARIZONA	0.29	43.36	13.28	24.12	0.10	18.85	0.00	0.00	0.00
ARKANSAS	14.45	29.38	12.82	13.80	0.97	27.92	0.49	0.00	0.16
CALIFORNIA	23.45	3.87	71.79	-	0.90	-	-	-	0.00
COLORADO	32.11	22.20	30.70	2.13	1.30	11.45	0.12	0.00	0.00
CONNECTICUT	9.14	30.63	25.10	9.01	16.60	0.39	7.85	0.64	0.64
DELAWARE	47.43	9.88	1.98	38.74	0.00	1.58	0.40	0.00	0.00
DISTRICT OF COLUMBIA	31.91	38.30	29.79	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	7.82	11.83	57.65	2.52	0.25	18.94	0.87	0.12	0.00
GEORGIA	0.93	37.24	27.75	19.63	0.00	14.23	0.00	0.22	0.00
HAWAII	14.23	20.77	55.38	8.46	0.77	0.00	0.00	0.38	0.00
IDAHO	29.22	34.09	13.96	22.73	0.00	0.00	0.00	0.00	0.00
ILLINOIS	12.68	14.53	61.29	3.74	0.36	7.14	0.21	0.06	0.00
INDIANA	3.20	23.15	34.15	4.76	0.00	34.56	0.00	0.16	0.00
IOWA	26.56	16.45	41.48	-	-	14.69	-	0.82	0.00
KANSAS	37.57	-	24.86	1.96	4.05	27.79	1.26	2.51	0.00
KENTUCKY	7.81	14.47	17.76	32.65	0.25	26.73	0.08	0.25	0.00
LOUISIANA	15.16	14.14	42.21	3.55	0.89	23.16	0.48	0.41	0.00
MAINE	39.27	18.29	7.56	2.93	2.44	27.80	0.49	1.22	0.00
MARYLAND	31.08	7.36	34.87	5.35	0.37	20.37	0.07	0.52	0.00
MASSACHUSETTS	7.95	67.33	18.70	1.78	2.55	0.48	0.43	0.67	0.10
MICHIGAN	30.52	17.04	40.39	5.86	-	5.32	0.00	0.87	0.00
MINNESOTA	22.75	39.06	25.39	3.65	-	9.08	-	0.07	0.00
MISSISSIPPI	15.43	38.28	38.28	3.56	1.78	2.37	0.30	0.00	0.00
MISSOURI	25.53	24.06	26.71	0.00	10.05	13.35	-	0.15	0.15
MONTANA	27.42	18.95	14.92	0.81	0.00	29.03	0.00	8.87	0.00
NEBRASKA	17.33	60.56	7.77	0.00	0.40	12.75	0.00	0.00	1.20
NEVADA	8.28	15.98	73.37	0.59	0.00	0.59	1.18	0.00	0.00
NEW HAMPSHIRE	55.46	10.08	23.53	0.42	3.36	0.00	6.30	0.84	0.00
NEW JERSEY	5.48	19.96	37.54	28.82	7.71	0.00	0.14	0.29	0.07
NEW MEXICO	33.03	13.93	19.55	2.92	0.22	30.34	0.00	0.00	0.00
NEW YORK	13.71	17.39	26.94	2.87	30.48	3.06	5.05	0.47	0.02
NORTH CAROLINA	28.68	35.48	8.05	2.95	0.00	24.68	0.08	0.00	0.08
NORTH DAKOTA	27.67	19.50	17.61	1.26	0.00	32.08	1.89	0.00	0.00
OHIO	18.11	9.08	56.01	11.28	0.49	4.87	0.00	0.16	0.00
OKLAHOMA	27.22	18.88	32.28	2.87	0.00	17.37	1.09	0.27	-
OREGON	63.93	18.03	5.74	2.46	7.38	2.46	0.00	0.00	0.00
PENNSYLVANIA	42.22	13.72	20.93	2.49	10.96	0.35	7.53	1.61	0.18
PUERTO RICO	18.22	16.45	40.35	6.45	13.73	0.70	1.20	2.72	0.19
RHODE ISLAND	18.50	9.50	7.00	61.50	1.50	0.00	2.00	0.00	0.00
SOUTH CAROLINA	28.53	27.92	29.85	0.00	0.00	13.60	0.10	0.00	0.00
SOUTH DAKOTA	42.33	29.75	6.44	11.35	0.00	10.12	0.00	0.00	0.00
TENNESSEE	32.13	20.63	13.08	10.92	1.65	21.40	0.06	0.13	0.00
TEXAS	2.60	78.40	10.79	3.76	0.18	0.08	0.03	4.10	0.05
UTAH	46.48	35.62	3.81	0.57	0.19	13.14	0.00	0.19	0.00
VERMONT	48.11	15.14	4.86	0.00	1.08	0.00	30.27	0.54	0.00
VIRGINIA	27.57	14.70	36.48	3.43	0.23	17.29	0.00	0.15	0.15
WASHINGTON	19.89	33.17	30.76	0.96	3.51	11.36	0.00	0.34	0.00
WEST VIRGINIA	14.38	16.59	37.39	0.22	0.44	29.87	0.44	0.66	0.00
WISCONSIN	41.06	11.11	45.89	1.45	0.48	0.00	0.00	0.00	0.00
WYOMING	38.41	35.10	17.88	1.32	0.66	5.30	1.32	0.00	0.00
AMERICAN SAMOA	0.00	0.00	76.92	23.08	0.00	0.00	0.00	0.00	0.00
GUAM	13.04	34.78	52.17	0.00	0.00	0.00	0.00	0.00	-
NORTHERN MARIANAS	51.72	41.38	6.90	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	34.21	42.11	7.89	0.00	0.00	15.79	0.00	0.00	0.00
U.S. & INSULAR AREAS	20.00	24.26	34.53	5.66	4.10	9.61	1.12	0.67	0.05
50 STATES, D.C. & P.R.	19.99	24.25	34.54	5.66	4.10	9.61	1.13	0.67	0.05

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

MULTIHANDICAPPED

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	38	889	1	0	-	0	0	0
ALASKA	12	40	199	28	12	1	0	1	0
ARIZONA	0	88	1,018	100	137	30	22	1	0
ARKANSAS	96	111	210	32	107	30	20	16	0
CALIFORNIA	254	82	5,316	-	368	-	-	-	17
COLORADO	142	628	1,581	564	150	127	6	22	2
CONNECTICUT	26	89	454	208	90	2	65	17	23
DELAWARE	0	34	1	65	0	2	11	1	7
DISTRICT OF COLUMBIA	0	0	0	41	70	8	5	0	0
FLORIDA	-	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-	-	-
HAWAII	2	0	216	23	1	6	0	13	0
IDAHO	0	0	128	36	0	0	0	58	0
ILLINOIS	-	-	-	-	-	-	-	-	-
INDIANA	1	1	617	563	0	78	39	8	0
IOWA	0	0	679	-	-	27	-	8	0
KANSAS	3	-	221	128	40	223	10	26	0
KENTUCKY	29	76	610	371	24	0	7	48	3
LOUISIANA	21	22	474	351	70	78	31	104	6
MAINE	170	238	357	99	93	1	52	46	12
MARYLAND	132	162	1,500	1,212	284	84	85	28	0
MASSACHUSETTS	260	1,926	610	59	86	16	14	23	2
MICHIGAN	0	1	196	1,422	-	49	0	67	0
MINNESOTA	-	-	-	-	-	-	-	-	0
MISSISSIPPI	2	6	125	56	0	0	4	19	0
MISSOURI	3	86	336	0	72	39	-	6	2
MONTANA	0	0	9	34	4	32	0	0	0
NEBRASKA	73	334	80	0	0	56	0	0	0
NEVADA	8	26	138	369	0	0	1	1	0
NEW HAMPSHIRE	64	9	98	4	98	3	32	3	0
NEW JERSEY	434	586	4,116	2,330	1,954	270	63	65	57
NEW MEXICO	41	78	502	59	14	15	0	6	8
NEW YORK	60	698	5,710	611	3,255	194	441	156	14
NORTH CAROLINA	76	136	663	241	41	282	350	16	8
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	24	106	3,466	516	16	0	0	54	0
OKLAHOMA	107	106	526	197	3	6	20	21	-
OREGON	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0	0	0	0	49	0	56	0	0
PUERTO RICO	142	101	475	64	106	55	13	1,562	1
RHODE ISLAND	1	4	30	2	43	0	3	1	1
SOUTH CAROLINA	36	17	95	32	0	107	0	1	0
SOUTH DAKOTA	13	103	323	9	24	45	44	6	0
TENNESSEE	26	131	453	778	100	38	1	30	0
TEXAS	102	3,113	428	150	8	3	10	164	0
UTAH	19	48	446	928	0	56	0	32	0
VERMONT	8	4	122	1	3	4	6	11	0
VIRGINIA	34	113	712	308	18	289	33	24	34
WASHINGTON	44	328	1,848	259	159	234	0	27	0
WEST VIRGINIA	-	-	-	-	-	-	-	-	-
WISCONSIN	1,376	6,198	9,325	887	15	322	3	67	43
WYOMING	106	313	144	32	2	62	8	7	0
AMERICAN SAMOA	0	0	0	8	0	0	0	0	0
GUAM	0	3	11	69	0	0	1	3	-
NORTHERN MARIANAS	9	30	37	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	13	119	74	0	0	10	17	0	0
U.S. & INSULAR AREAS	3,969	16,332	45,568	13,247	7,516	2,884	1,473	2,769	240
50 STATES, D.C. & P.R.	3,947	16,180	45,446	13,170	7,516	2,874	1,455	2,766	240

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

MULTIHANDICAPPED

	PERCENT								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	4.09	95.80	0.11	0.00	-	0.00	0.00	0.00
ALASKA	4.10	13.65	67.92	9.56	4.10	0.34	0.00	0.34	0.00
ARIZONA	0.00	6.30	72.92	7.16	9.81	2.15	1.58	0.07	0.00
ARKANSAS	15.43	17.85	33.76	5.14	17.20	4.82	3.22	2.57	0.00
CALIFORNIA	4.21	1.36	88.06	-	6.10	-	-	-	0.28
COLORADO	4.41	19.49	49.07	17.50	4.66	3.94	0.19	0.68	0.06
CONNECTICUT	2.67	9.14	46.61	21.36	9.24	0.21	6.67	1.75	2.36
DELAWARE	0.00	28.10	0.83	53.72	0.00	1.65	9.09	0.83	5.79
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.06	56.45	6.45	4.03	0.00	0.00
FLORIDA	-	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-	-	-
HAWAII	0.77	0.00	82.76	8.81	0.38	2.30	0.00	4.98	0.00
IDAHO	0.00	0.00	57.66	16.22	0.00	0.00	0.00	26.13	0.00
ILLINOIS	-	-	-	-	-	-	-	-	-
INDIANA	0.08	0.08	47.21	43.08	0.00	5.97	2.98	0.61	0.00
IOWA	0.00	0.00	95.10	-	-	3.78	-	1.12	0.00
KANSAS	0.46	-	33.95	19.66	6.14	34.25	1.54	3.99	0.00
KENTUCKY	2.48	6.51	52.23	31.76	2.05	0.00	0.60	4.11	0.26
LOUISIANA	1.82	1.90	40.97	30.34	6.05	6.74	2.68	8.99	0.52
MAINE	15.92	22.28	33.43	9.27	8.71	0.09	4.87	4.31	1.12
MARYLAND	3.79	4.65	43.02	34.76	8.14	2.41	2.44	0.80	0.00
MASSACHUSETTS	8.68	64.29	20.36	1.97	2.87	0.53	0.47	0.77	0.07
MICHIGAN	0.00	0.06	11.30	81.96	-	2.82	0.00	3.86	0.00
MINNESOTA	-	-	-	-	-	-	-	-	-
MISSISSIPPI	0.94	2.83	58.96	26.42	0.00	0.00	1.89	8.96	0.00
MISSOURI	0.55	15.81	61.76	0.00	13.24	7.17	-	1.10	0.37
MONTANA	0.00	0.00	11.39	43.04	5.06	40.51	0.00	0.00	0.00
NEBRASKA	13.44	61.51	14.73	0.00	0.00	10.31	0.00	0.00	0.00
NEVADA	1.47	4.79	25.41	67.96	0.00	0.00	0.18	0.18	0.00
NEW HAMPSHIRE	20.58	2.89	31.51	1.29	31.51	0.96	10.29	0.96	0.00
NEW JERSEY	4.39	5.93	41.68	23.59	19.79	2.73	0.64	0.66	0.58
NEW MEXICO	5.67	10.79	69.43	8.16	1.94	2.07	0.00	0.83	1.11
NEW YORK	0.54	6.27	51.26	5.49	29.22	1.74	3.96	1.40	0.13
NORTH CAROLINA	4.19	7.50	36.57	13.29	2.26	15.55	19.31	0.88	0.44
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	0.57	2.53	82.88	12.34	0.38	0.00	0.00	1.29	0.00
OKLAHOMA	10.85	10.75	53.35	19.98	0.30	0.61	2.03	2.13	-
OREGON	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0.00	0.00	0.00	0.00	46.67	0.00	53.33	0.00	0.00
PUERTO RICO	5.64	4.01	18.86	2.54	4.21	2.18	0.52	62.01	0.04
RHODE ISLAND	1.18	4.71	35.29	2.35	50.59	0.00	3.53	1.18	1.18
SOUTH CAROLINA	12.50	5.90	32.99	11.11	0.00	37.15	0.00	0.35	0.00
SOUTH DAKOTA	2.29	18.17	56.97	1.59	4.23	7.94	7.76	1.06	0.00
TENNESSEE	1.67	8.41	29.09	49.97	6.42	2.44	0.06	1.93	0.00
TEXAS	2.56	78.26	10.76	3.77	0.20	0.08	0.25	4.12	0.00
UTAH	1.24	3.14	29.17	60.69	0.00	3.66	0.00	2.09	0.00
VERMONT	5.03	2.52	76.73	0.63	1.89	2.52	3.77	6.92	0.00
VIRGINIA	2.17	7.22	45.50	19.68	1.15	18.47	2.11	1.53	2.17
WASHINGTON	1.52	11.31	63.75	8.93	5.48	8.07	0.00	0.93	0.00
WEST VIRGINIA	-	-	-	-	-	-	-	-	-
WISCONSIN	7.55	33.99	51.14	4.86	0.08	1.77	0.02	0.37	0.24
WYOMING	15.73	46.44	21.36	4.75	0.30	9.20	1.19	1.04	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	3.45	12.64	79.31	0.00	0.00	1.15	3.45	-
NORTHERN MARIANAS	11.84	39.47	48.68	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5.58	51.07	31.76	0.00	0.00	4.29	7.30	0.00	0.00
U.S. & INSULAR AREAS	4.22	17.37	48.48	14.09	8.00	3.07	1.57	2.95	0.26
50 STATES, D.C. & P.R.	4.22	17.29	48.56	14.07	8.03	3.07	1.55	2.96	0.26

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	-	298	137	2	0	-	0	67	0
ALASKA	59	35	21	0	3	0	0	0	0
ARIZONA	71	197	223	14	39	1	0	0	0
ARKANSAS	58	52	47	26	85	0	2	1	0
CALIFORNIA	2,043	459	4,782	-	19	-	-	-	2
COLORADO	319	241	145	55	32	0	0	24	0
CONNECTICUT	57	77	105	21	18	0	1	18	3
DELAWARE	11	43	3	193	0	0	0	6	0
DISTRICT OF COLUMBIA	0	1	1	66	3	0	0	0	0
FLORIDA	140	373	1,804	292	93	0	0	15	0
GEORGIA	21	280	371	17	0	0	0	15	0
HAWAII	83	68	236	61	0	0	0	2	0
IDAHO	63	62	80	20	0	0	0	143	0
ILLINOIS	331	207	1,805	987	137	70	53	664	1
INDIANA	160	85	331	111	0	2	0	4	0
IOWA	473	150	398	-	-	6	-	135	0
KANSAS	295	-	57	76	42	4	45	28	0
KENTUCKY	144	128	105	65	0	0	0	47	0
LOUISIANA	171	15[illegible]	394	151	39	40	0	62	0
MAINE	280	50	14	1	60	0	0	11	0
MARYLAND	182	65	367	94	45	0	1	17	24
MASSACHUSETTS	130	963	306	30	41	8	8	12	1
MICHIGAN	1,417	694	1,517	793	-	1	0	135	0
MINNESOTA	232	668	348	141	-	0	-	8	0
MISSISSIPPI	59	114	232	35	0	0	2	85	0
MISSOURI	286	341	387	0	69	0	-	20	0
MONTANA	61	29	22	0	1	0	0	26	0
NEBRASKA	136	501	75	0	0	0	0	0	1
NEVADA	34	9	53	20	0	0	0	0	0
NEW HAMPSHIRE	80	22	50	0	13	0	3	3	0
NEW JERSEY	45	143	81	85	156	0	3	20	0
NEW MEXICO	149	90	179	15	8	0	0	3	0
NEW YORK	675	320	786	81	704	0	15	59	0
NORTH CAROLINA	459	124	185	127	4	0	0	9	0
NORTH DAKOTA	61	5	41	15	4	1	15	9	0
OHIO	464	138	1,229	325	21	0	0	1,614	0
OKLAHOMA	265	43	82	23	1	5	0	7	-
OREGON	361	80	44	66	1	0	0	7	1
PENNSYLVANIA	142	68	529	732	224	95	26	42	0
PUERTO RICO	320	86	78	111	336	0	3	93	1
RHODE ISLAND	46	42	60	1	38	0	0	1	0
SOUTH CAROLINA	213	207	266	58	0	0	1	12	0
SOUTH DAKOTA	18	57	41	1	17	1	77	5	0
TENNESSEE	252	229	140	232	51	0	0	108	0
TEXAS	113	3,397	467	165	8	3	10	177	1
UTAH	65	106	61	6	0	0	0	27	0
VERMONT	62	26	15	0	4	0	7	5	0
VIRGINIA	265	72	263	71	2	15	2	14	0
WASHINGTON	411	309	328	8	223	0	0	13	0
WEST VIRGINIA	117	31	146	6	0	22	0	5	0
WISCONSIN	258	62	131	31	1	0	0	7	0
WYOMING	84	25	19	2	0	0	4	3	0
AMERICAN SAMOA	0	0	0	3	0	0	0	0	0
GUAM	13	8	3	0	0	0	0	0	-
NORTHERN MARIANAS	25	31	23	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	8	11	2	0	0	0	0	0	0
U.S. & INSULAR AREAS	12,287	12,072	19,615	5,435	2,542	274	278	3,788	35
50 STATES, D.C. & P.R.	12,241	12,022	19,587	5,432	2,542	274	278	3,788	35

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

ORTHOPEDICALLY IMPAIRED

	PERCENT								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	-	59.13	27.18	0.40	0.00	-	0.00	13.29	0.00
ALASKA	50.00	29.66	17.80	0.00	2.54	0.00	0.00	0.00	0.00
ARIZONA	13.03	36.15	40.92	2.57	7.16	0.18	0.00	0.00	0.00
ARKANSAS	21.40	19.19	17.34	9.59	31.37	0.00	0.74	0.37	0.00
CALIFORNIA	27.97	6.28	65.46	-	0.26	-	-	-	0.03
COLORADO	39.09	29.53	17.77	6.74	3.92	0.00	0.00	2.94	0.00
CONNECTICUT	19.00	25.67	35.00	7.00	6.00	0.00	0.33	6.00	1.00
DELAWARE	4.30	16.80	1.17	75.39	0.00	0.00	0.00	2.34	0.00
DISTRICT OF COLUMBIA	0.00	1.41	1.41	92.96	4.23	0.00	0.00	0.00	0.00
FLORIDA	5.15	13.73	66.40	10.75	3.42	0.00	0.00	0.55	0.00
GEORGIA	2.98	39.77	52.70	2.41	0.00	0.00	0.00	2.13	0.00
HAWAII	18.44	15.11	52.44	13.56	0.00	0.00	0.00	0.44	0.00
IDAHO	17.12	16.85	21.74	5.43	0.00	0.00	0.00	38.86	0.00
ILLINOIS	7.78	4.86	42.42	23.20	3.22	1.65	1.25	15.61	0.02
INDIANA	23.09	12.27	47.76	16.02	0.00	0.29	0.00	0.58	0.00
IOWA	40.71	12.91	34.25	-	-	0.52	-	11.62	0.00
KANSAS	53.93	-	10.42	13.89	7.68	0.73	8.23	5.12	0.00
KENTUCKY	29.45	26.18	21.47	13.29	0.00	0.00	0.00	9.61	0.00
LOUISIANA	16.98	14.90	39.13	15.00	3.87	3.97	0.00	6.16	0.00
MAINE	67.31	12.02	3.37	0.24	14.42	0.00	0.00	2.64	0.00
MARYLAND	22.89	8.18	46.16	11.82	5.66	0.00	0.13	2.14	3.02
MASSACHUSETTS	8.67	64.24	20.41	2.00	2.74	0.53	0.53	0.80	0.07
MICHIGAN	31.10	15.23	33.29	17.40	-	0.02	0.00	2.96	0.00
MINNESOTA	16.61	47.82	24.91	10.09	-	0.00	-	0.57	0.00
MISSISSIPPI	11.20	21.63	44.02	6.64	0.00	0.00	0.38	16.13	0.00
MISSOURI	25.93	30.92	35.09	0.00	6.26	0.00	-	1.81	0.00
MONTANA	43.88	20.86	15.83	0.00	0.72	0.00	0.00	18.71	0.00
NEBRASKA	19.07	70.27	10.52	0.00	0.00	0.00	0.00	0.00	0.14
NEVADA	29.31	7.76	45.69	17.24	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	46.78	12.87	29.24	0.00	7.60	0.00	1.75	1.75	0.00
NEW JERSEY	8.44	26.83	15.20	15.95	29.27	0.00	0.56	3.75	0.00
NEW MEXICO	33.56	20.27	40.32	3.38	1.80	0.00	0.00	0.68	0.00
NEW YORK	25.57	12.12	29.77	3.07	26.67	0.00	0.57	2.23	0.00
NORTH CAROLINA	50.55	13.66	20.37	13.99	0.44	0.00	0.00	0.99	0.00
NORTH DAKOTA	40.40	3.31	27.15	9.93	2.65	0.66	9.93	5.96	0.00
OHIO	12.24	3.64	32.42	8.57	0.55	0.00	0.00	42.57	0.00
OKLAHOMA	62.21	10.09	19.25	5.40	0.23	1.17	0.00	1.64	-
OREGON	64.46	14.29	7.86	11.79	0.18	0.00	0.00	1.25	0.18
PENNSYLVANIA	7.64	3.66	28.47	39.40	12.06	5.11	1.40	2.26	0.00
PUERTO RICO	31.13	8.37	7.59	10.80	32.68	0.00	0.29	9.05	0.10
RHODE ISLAND	24.47	22.34	31.91	0.53	20.21	0.00	0.00	0.53	0.00
SOUTH CAROLINA	28.14	27.34	35.14	7.66	0.00	0.00	0.13	1.59	0.00
SOUTH DAKOTA	8.29	26.27	18.89	0.46	7.83	0.46	35.48	2.30	0.00
TENNESSEE	24.90	22.63	13.83	22.92	5.04	0.00	0.00	10.67	0.00
TEXAS	2.60	78.25	10.76	3.80	0.18	0.07	0.23	4.08	0.02
UTAH	24.53	40.00	23.02	2.26	0.00	0.00	0.00	10.19	0.00
VERMONT	52.10	21.85	12.61	0.00	3.36	0.00	5.88	4.20	0.00
VIRGINIA	37.64	10.23	37.36	10.09	0.28	2.13	0.28	1.99	0.00
WASHINGTON	31.81	23.92	25.39	0.62	17.26	0.00	0.00	1.01	0.00
WEST VIRGINIA	35.78	9.48	44.65	1.83	0.00	6.73	0.00	1.53	0.00
WISCONSIN	52.65	12.65	26.73	6.33	0.20	0.00	0.00	1.43	0.00
WYOMING	61.31	18.25	13.87	1.46	0.00	0.00	2.92	2.19	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	54.17	33.33	12.50	0.00	0.00	0.00	0.00	0.00	-
NORTHERN MARIANAS	31.65	39.24	29.11	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	38.10	52.38	9.52	0.00	0.00	0.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	21.81	21.43	34.82	9.65	4.51	0.49	0.49	6.73	0.06
50 STATES, D.C. & P.R.	21.78	21.39	34.85	9.67	4.52	0.49	0.49	6.74	0.06

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOOL YEAR 1986-1987

OTHER HEALTH IMPAIRED

STATE	NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	231	83	11	0	-	0	349	0
ALASKA	32	19	62	0	1	0	0	3	0
ARIZONA	0	0	0	0	0	0	0	432	0
ARKANSAS	86	79	58	3	40	0	3	20	0
CALIFORNIA	8,773	989	2,273	-	113	-	-	-	1
COLORADO	-	-	-	-	-	-	-	-	-
CONNECTICUT	80	289	384	90	106	1	23	79	4
DELAWARE	4	1	0	36	0	0	1	78	0
DISTRICT OF COLUMBIA	2	2	0	78	30	0	5	0	0
FLORIDA	49	107	215	154	16	3	32	1,611	0
GEORGIA	16	81	39	2	0	0	0	109	0
HAWAII	0	0	12	3	3	0	0	1	0
IDAHO	8	17	17	36	0	0	0	404	0
ILLINOIS	82	57	444	223	135	23	13	723	5
INDIANA	0	0	50	122	0	5	1	0	0
IOWA	-	-	-	-	-	3	-	-	-
KANSAS	78	-	24	5	11	1	9	126	0
KENTUCKY	44	229	28	25	0	0	0	220	2
LOUISIANA	142	252	538	94	26	50	0	136	0
MAINE	179	67	16	10	14	0	16	78	0
MARYLAND	191	104	278	200	32	0	20	106	13
MASSACHUSETTS	165	1,226	389	37	55	10	10	13	1
MICHIGAN	12	25	234	1	-	1	0	0	0
MINNESOTA	143	249	186	24	-	0	-	22	0
MISSISSIPPI	-	-	-	-	-	-	-	-	-
MISSOURI	621	138	108	0	36	0	-	244	0
MONTANA	97	36	19	0	0	0	0	33	0
NEBRASKA	-	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0	0	125	0
NEW HAMPSHIRE	137	45	76	0	28	0	5	5	0
NEW JERSEY	42	147	215	26	6	59	0	253	0
NEW MEXICO	44	38	46	29	0	0	0	4	0
NEW YORK	440	666	1,575	168	352	27	142	220	1
NORTH CAROLINA	630	297	478	108	4	0	0	15	0
NORTH DAKOTA	38	5	16	4	0	2	3	6	0
OHIO	-	-	-	-	-	-	0	-	-
OKLAHOMA	131	32	3	5	0	13	2	38	-
OREGON	291	136	66	53	8	0	1	27	2
PENNSYLVANIA	0	0	0	0	0	0	0	0	0
PUERTO RICO	464	129	145	66	42	3	1	206	1
RHODE ISLAND	28	17	23	0	7	0	5	91	2
SOUTH CAROLINA	1	14	99	41	0	0	0	0	0
SOUTH DAKOTA	6	28	33	0	0	1	0	29	11
TENNESSEE	188	345	266	80	28	12	2	815	0
TEXAS	216	6,479	891	313	16	7	37	338	1
UTAH	118	98	23	4	2	0	0	84	0
VERMONT	54	36	9	0	7	0	12	6	0
VIRGINIA	71	62	137	112	10	41	20	79	0
WASHINGTON	715	962	862	26	99	0	0	26	1
WEST VIRGINIA	31	0	43	4	1	2	1	12	0
WISCONSIN	66	14	40	2	0	0	0	26	0
WYOMING	77	135	23	1	0	3	5	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	3	2	2	0	0	0	0	2	-
NORTHERN MARIANAS	3	3	3	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	11	0	0	0	1	0	0	0
U.S. & INSULAR AREAS	14,603	13,899	10,531	2,196	1,228	268	369	7,195	45
50 STATES, D.C. & P.R.	14,592	13,883	10,526	2,196	1,228	267	369	7,193	45

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

OTHER HEALTH IMPAIRED

	PERCENT								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT	CORRECTION FACILITIES
ALABAMA	-	34.27	12.31	1.63	0.00	-	0.00	51.78	0.00
ALASKA	27.35	16.24	52.99	0.00	0.85	0.00	0.00	2.56	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
ARKANSAS	29.76	27.34	20.07	1.04	13.84	0.00	1.04	6.92	0.00
CALIFORNIA	72.21	8.14	18.71	-	0.93	-	-	-	0.01
COLORADO	-	-	-	-	-	-	-	-	-
CONNECTICUT	7.58	27.37	36.36	8.52	10.04	0.09	2.18	7.48	0.38
DELAWARE	3.33	0.83	0.00	30.00	0.00	0.00	0.83	65.00	0.00
DISTRICT OF COLUMBIA	1.71	1.71	0.00	66.67	25.64	0.00	4.27	0.00	0.00
FLORIDA	2.24	4.89	9.83	7.04	0.73	0.14	1.46	73.66	0.00
GEORGIA	6.48	32.79	15.79	0.81	0.00	0.00	0.00	44.13	0.00
HAWAII	0.00	0.00	63.16	15.79	15.79	0.00	0.00	5.26	0.00
IDAHO	1.66	3.53	3.53	7.47	0.00	0.00	0.00	83.82	0.00
ILLINOIS	4.81	3.34	26.04	13.08	7.92	1.35	0.76	42.40	0.29
INDIANA	0.00	0.00	28.09	68.54	0.00	2.81	0.56	0.00	0.00
IOWA	-	-	-	-	-	100.00	-	-	-
KANSAS	30.71	-	9.45	1.97	4.33	0.39	3.54	49.61	0.00
KENTUCKY	8.03	41.79	5.11	4.56	0.00	0.00	0.00	40.15	0.36
LOUISIANA	11.47	20.36	43.46	7.59	2.10	4.04	0.00	10.99	0.00
MAINE	47.11	17.63	4.21	2.63	3.68	0.00	4.21	20.53	0.00
MARYLAND	20.23	11.02	29.45	21.19	3.39	0.00	2.12	11.23	1.38
MASSACHUSETTS	8.66	64.32	20.41	1.94	2.89	0.52	0.52	0.68	0.05
MICHIGAN	4.40	9.16	85.71	0.37	-	0.37	0.00	0.00	0.00
MINNESOTA	22.92	39.90	29.81	3.85	-	0.00	-	3.53	0.00
MISSISSIPPI	-	-	-	-	-	-	-	-	-
MISSOURI	54.14	12.03	9.42	0.00	3.14	0.00	-	21.27	0.00
MONTANA	52.43	19.46	10.27	0.00	0.00	0.00	0.00	17.84	0.00
NEBRASKA	-	-	-	-	-	-	-	-	-
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW HAMPSHIRE	46.28	15.20	25.68	0.00	9.46	0.00	1.69	1.69	0.00
NEW JERSEY	5.61	19.65	28.74	3.48	0.80	7.89	0.00	33.82	0.00
NEW MEXICO	27.33	23.60	28.57	18.01	0.00	0.00	0.00	2.48	0.00
NEW YORK	12.25	18.55	43.86	4.68	9.80	0.75	3.95	6.13	0.03
NORTH CAROLINA	41.12	19.39	31.20	7.05	0.26	0.00	0.00	0.98	0.00
NORTH DAKOTA	51.35	6.76	21.62	5.41	0.00	2.70	4.05	8.11	0.00
OHIO	-	-	-	-	-	-	-	-	-
OKLAHOMA	58.48	14.29	1.34	2.23	0.00	5.80	0.89	16.96	-
OREGON	49.83	23.29	11.30	9.08	1.37	0.00	0.17	4.62	0.34
PENNSYLVANIA	-	-	-	-	-	-	-	-	-
PUERTO RICO	43.90	12.20	13.72	6.24	3.97	0.28	0.09	19.49	0.09
RHODE ISLAND	16.18	9.83	13.29	0.00	4.05	0.00	2.89	52.60	1.16
SOUTH CAROLINA	0.65	9.03	63.87	26.45	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	5.56	25.93	30.56	0.00	0.00	0.93	0.00	26.85	10.19
TENNESSEE	10.83	19.87	15.32	4.61	1.61	0.69	0.12	46.95	0.00
TEXAS	2.60	78.08	10.74	3.77	0.19	0.08	0.45	4.07	0.01
UTAH	35.87	29.79	6.99	1.22	0.61	0.00	0.00	25.53	0.00
VERMONT	43.55	29.03	7.26	0.00	5.65	0.00	9.68	4.84	0.00
VIRGINIA	13.35	11.65	25.75	21.05	1.88	7.71	3.76	14.85	0.00
WASHINGTON	26.57	35.75	32.03	0.97	3.68	0.00	0.00	0.97	0.04
WEST VIRGINIA	32.98	0.00	45.74	4.26	1.06	2.13	1.06	12.77	0.00
WISCONSIN	44.59	9.46	27.03	1.35	0.00	0.00	0.00	17.57	0.00
WYOMING	31.43	55.10	9.39	0.41	0.00	1.22	2.04	0.41	0.00
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-
GUAM	33.33	22.22	22.22	0.00	0.00	0.00	0.00	22.22	-
NORTHERN MARIANAS	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	29.41	64.71	0.00	0.00	0.00	5.88	0.00	0.00	0.00
U.S. & INSULAR AREAS	29.01	27.61	20.92	4.36	2.44	0.53	0.73	14.29	0.09
50 STATES, D.C. & P.R.	29.01	27.60	20.93	4.37	2.44	0.53	0.73	14.30	0.09

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

VISUALLY HANDICAPPED

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	–	257	42	1	0	–	0	0	1
ALASKA	10	3	9	1	0	0	0	0	0
ARIZONA	1	236	67	6	12	88	0	10	0
ARKANSAS	37	61	7	0	3	104	0	39	0
CALIFORNIA	774	191	1,444	–	11	–	–	–	0
COLORADO	174	91	7	1	1	29	0	1	0
CONNECTICUT*	110	103	124	58	41	0	34	14	4
DELAWARE	53	150	2	5	0	0	0	1	0
DISTRICT OF COLUMBIA	0	2	23	0	0	0	0	0	0
FLORIDA	305	237	171	25	4	104	1	19	0
GEORGIA	27	364	19	5	0	142	0	2	0
HAWAII	42	9	27	7	0	0	0	0	0
IDAHO	55	12	0	7	0	0	0	6	0
ILLINOIS	192	284	564	24	12	94	9	3	0
INDIANA	103	244	23	13	0	183	0	0	0
IOWA	91	31	48	–	–	59	–	4	0
KANSAS	169	–	4	1	3	48	7	7	0
KENTUCKY	238	125	20	28	0	130	2	8	0
LOUISIANA	121	210	132	10	6	89	0	7	0
MAINE	70	30	8	0	5	1	8	5	0
MARYLAND	164	79	142	65	6	123	0	5	0
MASSACHUSETTS	71	524	166	16	22	4	4	6	0
MICHIGAN	449	107	248	28	–	19	0	11	0
MINNESOTA	165	135	51	11	–	48	–	1	0
MISSISSIPPI	26	40	28	10	0	3	0	3	0
MISSOURI	190	158	46	0	51	35	–	0	9
MONTANA	25	26	89	7	0	6	0	21	0
NEBRASKA	47	87	14	0	0	32	0	0	3
NEVADA	9	9	44	0	0	0	0	0	0
NEW HAMPSHIRE	79	19	23	1	14	0	1	0	0
NEW JERSEY	278	76	128	17	85	0	0	2	0
NEW MEXICO	56	17	14	1	2	68	0	0	0
NEW YORK	389	447	314	32	173	66	66	2	1
NORTH CAROLINA	383	117	457	3	2	68	0	0	0
NORTH DAKOTA	35	0	10	6	0	2	11	2	0
OHIO	389	73	358	28	6	119	0	3	0
OKLAHOMA	126	41	27	1	9	93	2	0	–
OREGON	26	7	0	2	1	0	0	3	0
PENNSYLVANIA	665	227	156	46	132	4	134	21	1
PUERTO RICO	339	226	85	81	155	76	20	41	2
RHODE ISLAND	29	6	19	0	5	0	7	1	0
SOUTH CAROLINA	240	85	47	0	0	65	0	0	0
SOUTH DAKOTA	11	19	11	2	1	16	1	0	0
TENNESSEE	338	265	41	17	5	158	0	1	0
TEXAS	56	1,670	229	81	5	2	0	86	0
UTAH	110	86	66	0	0	51	0	0	0
VERMONT	30	7	10	0	0	0	2	0	0
VIRGINIA	528	55	205	47	24	71	1	17	1
WASHINGTON	124	78	53	46	18	57	0	2	0
WEST VIRGINIA	122	32	17	0	0	74	0	1	3
WISCONSIN	105	23	38	2	0	2	0	2	0
WYOMING	32	28	7	0	0	3	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0	0
GUAM	6	4	1	0	0	0	0	0	–
NORTHERN MARIANAS	2	3	1	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2	7	5	0	0	3	1	0	0
U.S. & INSULAR AREAS	8,218	7,423	5,891	743	814	2,339	311	357	25
50 STATES, D.C. & P.R.	8,208	7,409	5,884	742	814	2,336	310	357	25

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

VISUALLY HANDICAPPED

	PERCENT								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT	CORRECTION FACILITIES
ALABAMA	-	85.38	13.95	0.33	0.00	-	0.00	0.00	0.33
ALASKA	43.48	13.04	39.13	4.35	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.24	56.19	15.95	1.43	2.86	20.95	0.00	2.38	0.00
ARKANSAS	14.74	24.30	2.79	0.00	1.20	41.43	0.00	15.54	0.00
CALIFORNIA	31.98	7.89	59.67	-	0.45	-	-	-	0.00
COLORADO	57.24	29.93	2.30	0.33	0.33	9.54	0.00	0.33	0.00
CONNECTICUT	22.54	21.11	25.41	11.89	8.40	0.00	6.97	2.87	0.82
DELAWARE	25.12	71.09	0.95	2.37	0.00	0.00	0.00	0.47	0.00
DISTRICT OF COLUMBIA	0.00	8.00	92.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	35.22	27.37	19.75	2.89	0.46	12.01	0.12	2.19	0.00
GEORGIA	4.83	65.12	3.40	0.89	0.00	25.40	0.00	0.36	0.00
HAWAII	49.41	10.59	31.76	8.24	0.00	0.00	0.00	0.00	0.00
IDAHO	68.75	15.00	0.00	8.75	0.00	0.00	0.90	7.50	0.00
ILLINOIS	16.24	24.03	47.72	2.03	1.02	7.95	0.76	0.25	0.00
INDIANA	18.20	43.11	4.06	2.30	0.00	32.33	0.00	0.00	0.00
IOWA	39.06	13.30	20.60	-	-	25.32	-	1.72	0.00
KANSAS	70.71	-	1.67	0.42	1.26	20.08	2.93	2.93	0.00
KENTUCKY	43.19	22.69	3.63	5.08	0.00	23.59	0.36	1.45	0.00
LOUISIANA	21.04	36.52	22.96	1.74	1.04	15.48	0.00	1.22	0.00
MAINE	55.12	23.62	6.30	0.00	3.94	0.79	6.30	3.94	0.00
MARYLAND	28.08	13.53	24.32	11.13	1.03	21.06	0.00	0.86	0.00
MASSACHUSETTS	8.73	64.45	20.42	1.97	2.71	0.49	0.49	0.74	0.00
MICHIGAN	52.09	12.41	28.77	3.25	-	2.20	0.00	1.28	0.00
MINNESOTA	40.15	32.85	12.41	2.68	-	11.68	-	0.24	0.00
MISSISSIPPI	23.64	36.36	25.45	9.09	0.00	2.73	0.00	2.73	0.00
MISSOURI	38.85	32.31	9.41	0.00	10.43	7.16	-	0.00	1.84
MONTANA	14.37	14.94	51.15	4.02	0.00	3.45	0.00	12.07	0.00
NEBRASKA	25.68	47.54	7.65	0.00	0.00	17.49	0.00	0.00	1.64
NEVADA	14.52	14.52	70.97	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	57.66	13.87	16.79	0.73	10.22	0.00	0.73	0.00	0.00
NEW JERSEY	47.44	12.97	21.84	2.90	14.51	0.00	0.00	0.34	0.00
NEW MEXICO	35.44	10.76	8.86	0.63	1.27	43.04	0.00	0.00	0.00
NEW YORK	26.11	30.00	21.07	2.15	11.61	4.43	4.43	0.13	0.07
NORTH CAROLINA	37.18	11.36	44.37	0.29	0.19	6.60	0.00	0.00	0.00
NORTH DAKOTA	53.03	0.00	15.15	9.09	0.00	3.03	16.67	3.03	0.00
OHIO	39.86	7.48	36.68	2.87	0.61	12.19	0.00	0.31	0.00
OKLAHOMA	42.14	13.71	9.03	0.33	3.01	31.10	0.67	0.00	-
OREGON	66.67	17.95	0.00	5.13	2.56	0.00	0.00	7.69	0.00
PENNSYLVANIA	47.98	16.38	11.26	3.32	9.52	0.29	9.67	1.52	0.07
PUERTO RICO	33.07	22.05	8.29	7.90	15.12	7.41	1.95	4.00	0.20
RHODE ISLAND	43.28	8.96	28.36	0.00	7.46	0.00	10.45	1.49	0.00
SOUTH CAROLINA	54.92	19.45	10.76	0.00	0.00	14.87	0.00	0.00	0.00
SOUTH DAKOTA	18.03	31.15	18.03	3.28	1.64	26.23	1.64	0.00	0.00
TENNESSEE	40.97	32.12	4.97	2.06	0.61	19.15	0.00	0.12	0.00
TEXAS	2.63	78.44	10.76	3.80	0.23	0.09	0.00	4.04	0.00
UTAH	35.14	27.48	21.09	0.00	0.00	16.29	0.00	0.00	0.00
VERMONT	61.22	14.29	20.41	0.00	0.00	0.00	4.08	0.00	0.00
VIRGINIA	55.64	5.80	21.60	4.95	2.53	7.48	0.11	1.79	0.11
WASHINGTON	32.80	20.63	14.02	12.17	4.76	15.08	0.00	0.53	0.00
WEST VIRGINIA	49.00	12.85	6.83	0.00	0.00	29.72	0.00	0.40	1.20
WISCONSIN	61.05	13.37	22.09	1.16	0.00	1.16	0.00	1.16	0.00
WYOMING	45.71	40.00	10.00	0.00	0.00	4.29	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	54.55	36.36	9.09	0.00	0.00	0.00	0.00	0.00	-
NORTHERN MARIANAS	33.33	50.00	16.67	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	11.11	38.89	27.78	0.00	0.00	16.67	5.56	0.00	0.00
U.S. & INSULAR AREAS	31.46	28.42	22.55	2.84	3.12	8.95	1.19	1.37	0.10
50 STATES, D.C. & P.R.	31.47	28.40	22.56	2.84	3.12	8.96	1.19	1.37	0.10

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986–1987

DEAF–BLIND

	NUMBER								
STATE	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN– VIRONMENT	CORRECTION FACILITIES
ALABAMA	–	1	11	0	0	–	0	0	0
ALASKA	0	0	7	2	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0
ARKANSAS	0	166	2	3	0	3	1	0	0
CALIFORNIA	7	6	101	–	8	–	–	–	0
COLORADO	3	1	26	25	4	28	0	1	0
CONNECTICUT	6	7	7	6	3	0	9	1	2
DELAWARE	0	0	151	26	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	12	0	4	0	0	0
FLORIDA	0	0	6	13	2	8	0	0	0
GEORGIA	0	0	10	0	0	34	0	0	0
HAWAII	0	0	8	5	0	0	0	1	0
IDAHO	0	0	0	6	0	0	0	0	0
ILLINOIS	0	49	13	13	1	32	2	0	0
INDIANA	0	0	20	22	0	0	3	0	0
IOWA	0	0	14	–	–	31	–	0	0
KANSAS	0	–	10	4	0	23	0	4	0
KENTUCKY	1	3	89	14	0	0	1	0	0
LOUISIANA	8	0	7	2	4	6	0	0	0
MAINE	1	2	0	0	0	3	1	0	0
MARYLAND	1	2	0	13	8	48	0	0	0
MASSACHUSETTS	15	87	27	2	4	0	0	1	0
MICHIGAN	–	–	–	–	–	–	–	–	–
MINNESOTA	2	1	7	5	–	3	–	1	0
MISSISSIPPI	0	0	0	1	0	0	1	0	0
MISSOURI	0	1	53	0	1	10	–	3	0
MONTANA	25	36	204	8	0	7	0	2	0
NEBRASKA	–	–	–	–	–	–	–	–	–
NEVADA	0	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	2	1	2	0	5	0	0
NEW JERSEY	10	0	14	14	7	0	1	0	0
NEW MEXICO	3	2	11	0	0	18	0	0	0
NEW YORK	–	–	–	–	–	–	–	–	–
NORTH CAROLINA	0	4	3	2	2	15	1	0	0
NORTH DAKOTA	0	0	0	0	0	21	0	0	0
OHIO	0	2	3	2	0	0	0	0	0
OKLAHOMA	0	21	15	2	0	1	0	2	–
OREGON	1	1	0	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	4	0	50	0	0
PUERTO RICO	33	17	15	43	10	2	2	11	1
RHODE ISLAND	1	0	0	0	3	0	1	0	1
SOUTH CAROLINA	3	0	8	0	0	0	0	0	0
SOUTH DAKOTA	0	1	4	1	1	20	6	1	0
TENNESSEE	0	3	4	8	7	6	0	0	0
TEXAS	1	47	13	3	0	0	9	3	0
UTAH	6	2	13	26	0	22	0	0	0
VERMONT	2	3	0	0	0	0	3	0	0
VIRGINIA	0	0	2	0	0	11	2	4	0
WASHINGTON	4	9	7	2	10	15	0	0	0
WEST VIRGINIA	5	0	0	0	0	24	0	0	0
WISCONSIN	1	0	0	1	0	0	0	0	0
WYOMING	0	2	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	2	0
GUAM	0	1	2	3	0	0	0	0	–
NORTHERN MARIANAS	0	0	14	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	140	477	904	292	81	395	98	37	4
50 STATES, D.C. & P.R.	140	476	888	287	81	395	98	35	4

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AB1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1986-1987

DEAF-BLIND

STATE	PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT	CORRECTION FACILITIES
ALABAMA	-	8.33	91.67	0.00	0.00	-	0.00	0.00	0.00
ALASKA	0.00	0.00	77.78	22.22	0.00	0.00	0.00	0.00	0.00
ARIZONA	-	-	-	-	-	-	-	-	-
ARKANSAS	0.00	94.86	1.14	1.71	0.00	1.71	0.57	0.00	0.00
CALIFORNIA	5.74	4.92	82.79	-	6.56	-	-	-	0.00
COLORADO	3.41	1.14	29.55	28.41	4.55	31.82	0.00	1.14	0.00
CONNECTICUT	14.63	17.07	17.07	14.63	7.32	0.00	21.95	2.44	4.88
DELAWARE	0.00	0.00	85.31	14.69	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	75.00	0.00	25.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	20.69	44.83	6.90	27.59	0.00	0.00	0.00
GEORGIA	0.00	0.00	22.73	0.00	0.00	77.27	0.00	0.00	0.00
HAWAII	0.00	0.00	57.14	35.71	0.00	0.00	0.00	7.14	0.00
IDAHO	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	44.55	11.82	11.82	0.91	29.09	1.82	0.00	0.00
INDIANA	0.00	0.00	44.44	48.89	0.00	0.00	6.67	0.00	0.00
IOWA	0.00	0.00	31.11	-	-	68.89	-	0.00	0.00
KANSAS	0.00	-	24.39	9.76	0.00	56.10	0.00	9.76	0.00
KENTUCKY	0.93	2.78	82.41	12.96	0.00	0.00	0.93	0.00	0.00
LOUISIANA	29.63	0.00	25.93	7.41	14.81	22.22	0.00	0.00	0.00
MAINE	14.29	28.57	0.00	0.00	0.00	42.86	14.29	0.00	0.00
MARYLAND	1.39	2.78	0.00	18.06	11.11	66.67	0.00	0.00	0.00
MASSACHUSETTS	11.03	63.97	19.85	1.47	2.94	0.00	0.00	0.74	0.00
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	10.53	5.26	36.84	26.32	-	15.79	-	5.26	0.00
MISSISSIPPI	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
MISSOURI	0.00	1.47	77.94	0.00	1.47	14.71	-	4.41	0.00
MONTANA	8.87	12.77	72.34	2.84	0.00	2.48	0.00	0.71	0.00
NEBRASKA	-	-	-	-	-	-	-	-	-
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	9.09	0.00	18.18	9.09	18.18	0.00	45.45	0.00	0.00
NEW JERSEY	21.74	0.00	30.43	30.43	15.22	0.00	2.17	0.00	0.00
NEW MEXICO	8.82	5.88	32.35	0.00	0.00	52.94	0.00	0.00	0.00
NEW YORK	-	-	-	-	-	-	-	-	-
NORTH CAROLINA	0.00	14.81	11.11	7.41	7.41	55.56	3.70	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
OHIO	0.00	28.57	42.86	28.57	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	51.22	36.59	4.88	0.00	2.44	0.00	4.88	-
OREGON	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	7.41	0.00	92.59	0.00	0.00
PUERTO RICO	24.63	12.69	11.19	32.09	7.46	1.49	1.49	8.21	0.75
RHODE ISLAND	16.67	0.00	0.00	0.00	50.00	0.00	16.67	0.00	16.67
SOUTH CAROLINA	27.27	0.00	72.73	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	2.94	11.76	2.94	2.94	58.82	17.65	2.94	0.00
TENNESSEE	0.00	10.71	14.29	28.57	25.00	21.43	0.00	0.00	0.00
TEXAS	1.32	61.84	17.11	3.95	0.00	0.00	11.84	3.95	0.00
UTAH	8.70	2.90	18.84	37.68	0.00	31.88	0.00	0.00	0.00
VERMONT	25.00	37.50	0.00	0.00	0.00	0.00	37.50	0.00	0.00
VIRGINIA	0.00	0.00	10.53	0.00	0.00	57.89	10.53	21.05	0.00
WASHINGTON	8.51	19.15	14.89	4.26	21.28	31.91	0.00	0.00	0.00
WEST VIRGINIA	17.24	0.00	0.00	0.00	0.00	82.76	0.00	0.00	0.00
WISCONSIN	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
GUAM	0.00	16.67	33.33	50.00	0.00	0.00	0.00	0.00	-
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	5.77	19.65	37.23	12.03	3.34	16.27	4.04	1.52	0.16
50 STATES, D.C. & P.R.	5.82	19.80	36.94	11.94	3.37	16.43	4.08	1.46	0.17

DATA AS OF OCTOBER 1, 1988.

(T4A3)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED FOR SCHOOL YEAR 1986-1987

BY HANDICAPPING CONDITION

	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,445	264	1,200	117	409	12	2,099	58	339	58
ALASKA	1,635	117	858	63	308	20	225	19	77	7
ARIZONA	3,052	281	1,631	138	434	46	417	33	261	32
ARKANSAS	2,759	376	1,271	173	432	58	838	114	48	11
CALIFORNIA	22,011	163	12,764	91	3,614	41	2,721	11	760	4
COLORADO	3,537	370	1,493	149	523	50	538	48	525	65
CONNECTICUT	3,951	0	1,844	0	565	0	741	0	403	0
DELAWARE	1,112	49	535	25	74	7	144	6	228	9
DISTRICT OF COLUMBIA	664	73	260	19	66	6	111	10	112	30
FLORIDA	11,079	2,290	3,673	718	1,625	260	2,497	508	2,033	666
GEORGIA	5,974	321	1,423	61	725	26	2,061	121	1,387	97
HAWAII	830	16	442	5	107	3	118	0	51	5
IDAHO	913	154	571	95	109	14	151	11	19	9
ILLINOIS	25,067	156	4,708	24	2,231	35	2,769	9	2,194	38
INDIANA	6,610	590	2,410	176	793	54	2,164	192	663	85
IOWA	4,331	962	1,512	432	534	33	1,263	227	617	199
KANSAS	3,113	32	847	7	431	0	471	3	411	13
KENTUCKY	4,440	729	1,609	162	533	91	1,567	301	290	82
LOUISIANA	6,493	1,072	2,705	473	1,081	106	1,391	270	576	93
MAINE	1,610	125	614	50	198	13	287	10	243	35
MARYLAND	6,191	262	2,582	114	1,052	39	1,208	37	507	36
MASSACHUSETTS	6,814	540	2,405	190	1,567	124	1,444	114	933	74
MICHIGAN	11,657	445	3,444	130	1,371	62	3,295	127	2,309	100
MINNESOTA	6,579	0	2,544	0	973	0	1,633	0	776	0
MISSISSIPPI	3,443	512	1,550	201	533	115	1,112	158	38	7
MISSOURI	6,394	1,188	2,579	428	1,038	70	1,594	287	723	324
MONTANA	944	80	0	0	0	0	0	0	0	0
NEBRASKA	1,847	50	143	7	323	12	125	6	82	9
NEVADA	982	100	583	47	119	12	116	17	64	7
NEW HAMPSHIRE	1,384	343	538	133	335	53	171	35	215	92
NEW JERSEY	11,269	466	6,513	277	2,015	90	572	21	1,101	41
NEW MEXICO	2,455	506	38	229	384	129	39	42	108	73
NEW YORK	28,722	5,426	7,394	1,553	2,558	409	2,111	359	3,512	912
NORTH CAROLINA	5,806	598	2,095	202	685	78	1,780	160	620	98
NORTH DAKOTA	906	80	293	27	224	19	252	10	45	15
OHIO	14,115	1,154	5,624	509	1,308	85	4,113	172	1,037	112
OKLAHOMA	3,182	227	1,418	79	513	42	736	50	151	25
OREGON	3,745	208	1,160	60	613	24	734	18	580	36
PENNSYLVANIA	11,509	523	4,115	135	1,389	69	3,058	114	1,666	119
PUERTO RICO	2,127	107	232	32	44	6	1,308	56	103	5
RHODE ISLAND	1,193	22	743	14	148	4	120	2	79	0
SOUTH CAROLINA	3,996	890	1,293	373	537	100	1,364	255	442	109
SOUTH DAKOTA	694	131	0	0	0	0	0	0	0	0
TENNESSEE	4,470	241	2,013	83	722	3	1,060	44	168	40
TEXAS	17,870	1,100	8,052	415	2,579	200	3,875	150	1,239	200
UTAH	2,063	195	482	57	251	24	247	41	435	33
VERMONT	705	88	228	25	144	21	183	20	60	10
VIRGINIA	6,915	941	3,219	479	853	75	1,425	194	834	126
WASHINGTON	3,783	35	2,189	6	486	10	488	8	237	7
WEST VIRGINIA	3,185	1,185	1,247	481	431	137	955	284	319	188
WISCONSIN	6,368	776	2,152	214	1,341	104	1,297	119	1,196	299
WYOMING	722	39	388	23	101	7	85	3	54	6
AMERICAN SAMOA	31	2	5	1	3	0	16	0	0	0
GUAM	153	49	0	14	8	6	17	6	7	3
NORTHERN MARIANAS	56	68	11	3	6	3	6	8	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	290	84	116	46	35	17	25	10	12	7
U.S. & INSULAR AREAS	296,196	26,798	109,762	9,564	39,481	3,019	59,138	4,880	30,891	4,650
50 STATES, D.C. & P.R.	295,666	26,595	109,630	9,501	39,429	2,994	59,074	4,857	30,872	4,640

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITIONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1988.

(T2E287)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1986-1987

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF EMPLOYED	HARD OF HEARING & DEAF NEEDED	MULTIHANDICAPPED EMPLOYED	MULTIHANDICAPPED NEEDED	ORTHOPEDICALLY IMPAIRED EMPLOYED	ORTHOPEDICALLY IMPAIRED NEEDED	OTHER HEALTH IMPAIRED EMPLOYED	OTHER HEALTH IMPAIRED NEEDED	VISUALLY HANDICAPPED EMPLOYED	VISUALLY HANDICAPPED NEEDED
ALABAMA	132	3	132	4	74	7	0	0	51	4
ALASKA	24	0	109	5	15	1	13	1	6	0
ARIZONA	76	6	104	14	35	7	54	2	38	3
ARKANSAS	61	9	50	4	7	0	9	0	38	5
CALIFORNIA	514	3	689	3	500	3	231	5	194	1
COLORADO	132	9	216	32	55	11	0	0	52	5
CONNECTICUT	41	0	0	0	29	0	312	0	17	0
DELAWARE	37	0	48	0	27	2	6	0	9	0
DISTRICT OF COLUMBIA	20	0	57	7	8	0	14	0	11	1
FLORIDA	338	21	0	0	265	37	455	54	186	24
GEORGIA	169	5	0	0	77	5	62	0	70	6
HAWAII	27	0	33	3	39	0	0	0	12	0
IDAHO	14	3	29	17	6	2	14	3	0	0
ILLINOIS	653	1	400	0	302	1	0	5	241	1
INDIANA	212	14	159	32	91	18	5	10	107	9
IOWA	112	19	162	47	66	2	2	1	53	1
KANSAS	114	2	91	1	15	0	18	1	40	3
KENTUCKY	147	16	123	45	16	15	75	7	78	10
LOUISIANA	234	32	135	42	94	15	155	25	100	15
MAINE	54	5	107	7	13	0	80	0	10	5
MARYLAND	163	7	426	18	83	3	57	1	113	6
MASSACHUSETTS	95	8	150	12	75	6	95	8	41	3
MICHIGAN	422	7	234	3	414	12	0	0	127	4
MINNESOTA	177	0	0	0	43	0	0	0	51	0
MISSISSIPPI	79	12	40	7	56	10	0	0	32	2
MISSOURI	183	28	14	16	96	29	99	0	55	6
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	45	2	36	4	7	1	0	0	19	1
NEVADA	20	1	47	6	8	2	14	4	10	3
NEW HAMPSHIRE	26	4	52	7	12	2	17	14	15	2
NEW JERSEY	143	6	569	21	20	2	279	6	57	2
NEW MEXICO	32	5	9	19	4	5	3	1	12	2
NEW YORK	1,054	147	856	146	79	14	377	64	341	47
NORTH CAROLINA	260	47	167	10	43	0	92	0	63	2
NORTH DAKOTA	40	2	0	0	19	1	12	1	21	3
OHIO	271	30	1,201	166	498	0	0	71	63	8
OKLAHOMA	96	7	183	19	35	3	3	0	45	2
OREGON	248	26	0	2	140	12	133	22	137	6
PENNSYLVANIA	477	19	330	48	183	12	0	0	273	8
PUERTO RICO	82	5	242	2	20	0	31	0	49	2
RHODE ISLAND	27	1	14	0	3	0	52	0	7	0
SOUTH CAROLINA	139	16	42	5	78	15	26	6	76	11
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	85	0	133	39	80	12	158	12	47	8
TEXAS	634	40	470	30	300	20	329	20	350	10
UTAH	102	4	220	15	17	0	21	2	57	2
VERMONT	37	2	26	4	7	0	6	5	4	1
VIRGINIA	212	17	142	21	61	10	53	7	115	12
WASHINGTON	69	1	92	3	53	0	152	0	13	0
WEST VIRGINIA	66	27	0	0	44	17	36	16	33	9
WISCONSIN	160	10	0	15	145	8	0	1	57	6
WYOMING	31	1	48	0	8	0	2	0	5	0
AMERICAN SAMOA	2	1	4	0	0	0	0	0	0	0
GUAM	6	0	17	0	0	0	2	0	1	0
NORTHERN MARIANAS	3	1	11	8	4	3	0	1	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	1	5	2	0	1	0	1	1	0
U.S. & INSULAR AREAS	8,599	631	8,425	910	4,368	326	3,554	376	3,602	261
50 STATES, D.C. & P.R.	8,588	628	8,388	901	4,364	322	3,551	374	3,600	261

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITIONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1988.

(T2E287)

TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1986-1987

BY HANDICAPPING CONDITION

	DEAF-BLIND	
STATE	EMPLOYED	NEEDED
ALABAMA	9	1
ALASKA	0	0
ARIZONA	1	0
ARKANSAS	3	0
CALIFORNIA	24	0
COLORADO	4	0
CONNECTICUT	0	0
DELAWARE	5	1
DISTRICT OF COLUMBIA	5	0
FLORIDA	7	2
GEORGIA	1	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	0	0
INDIANA	6	0
IOWA	9	0
KANSAS	0	0
KENTUCKY	2	0
LOUISIANA	22	0
MAINE	4	0
MARYLAND	0	0
MASSACHUSETTS	7	1
MICHIGAN	0	0
MINNESOTA	0	0
MISSISSIPPI	3	0
MISSOURI	13	0
MONTANA	0	0
NEBRASKA	0	0
NEVADA	0	2
NEW HAMPSHIRE	2	1
NEW JERSEY	0	0
NEW MEXICO	0	2
NEW YORK	0	0
NORTH CAROLINA	1	0
NORTH DAKOTA	1	2
OHIO	0	3
OKLAHOMA	0	0
OREGON	0	2
PENNSYLVANIA	19	0
PUERTO RICO	15	0
RHODE ISLAND	0	0
SOUTH CAROLINA	1	0
SOUTH DAKOTA	0	0
TENNESSEE	4	0
TEXAS	42	15
UTAH	6	1
VERMONT	9	0
VIRGINIA	2	0
WASHINGTON	4	0
WEST VIRGINIA	2	0
WISCONSIN	3	1
WYOMING	0	0
AMERICAN SAMOA	1	0
GUAM	1	0
NORTHERN MARIANAS	0	1
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	0	0
U.S. & INSULAR AREAS	238	35
50 STATES, D.C. & P.R.	236	34

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL CONDITIONS" WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1988.

(T2E287)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1986-87

	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,106	38	12	0	15	1	4	0	12	1
ALASKA	1,703	56	4	4	40	4	0	0	26	4
ARIZONA	2,850	169	52	0	60	9	1	0	42	11
ARKANSAS	811	112	4	2	3	0	0	0	7	0
CALIFORNIA	23,388	356	79	1	55	4	22	2	25	2
COLORADO	3,434	346	291	30	143	32	7	3	50	20
CONNECTICUT	3,920	-	173	-	-	-	-	-	-	-
DELAWARE	908	41	12	1	22	1	7	0	13	1
DISTRICT OF COLUMBIA	1,028	64	56	3	31	3	9	0	9	1
FLORIDA	9,173	1,167	307	39	126	44	15	8	104	28
GEORGIA	3,485	176	153	2	67	6	9	0	64	5
HAWAII	936	148	41	11	23	6	0	0	18	7
IDAHO	648	216	15	5	6	3	0	0	10	3
ILLINOIS	16,330	76	1,306	17	288	13	14	0	197	13
INDIANA	4,863	558	90	16	68	21	41	4	63	17
IOWA	3,555	223	204	6	43	13	9	0	29	13
KANSAS	3,447	30	106	2	53	8	0	0	32	0
KENTUCKY	3,226	264	27	4	33	17	7	1	46	9
LOUISIANA	8,198	461	220	24	86	21	4	7	52	22
MAINE	1,319	65	42	2	37	7	4	0	25	5
MARYLAND	4,880	225	93	12	109	9	21	3	86	5
MASSACHUSETTS	6,022	636	445	17	64	8	-	-	42	3
MICHIGAN	8,202	301	872	33	262	8	26	1	225	11
MINNESOTA	5,289	0	425	0	193	0	-	0	65	0
MISSISSIPPI	1,012	115	31	2	6	2	11	0	6	4
MISSOURI	3,046	19	37	1	53	0	25	0	33	1
MONTANA	639	114	8	0	7	1	0	0	8	1
NEBRASKA	995	11	11	3	10	1	0	0	20	1
NEVADA	638	84	1	0	6	1	0	1	7	2
NEW HAMPSHIRE	1,847	264	22	3	79	9	5	4	30	4
NEW JERSEY	13,650	754	989	55	129	19	8	0	104	21
NEW MEXICO	1,991	146	28	2	94	16	2	0	59	8
NEW YORK	21,741	0	-	-	221	-	3	-	157	-
NORTH CAROLINA	4,457	474	89	18	70	30	25	9	62	29
NORTH DAKOTA	690	30	36	2	34	5	2	1	19	2
OHIO	4,100	464	0	5	194	48	15	4	172	29
OKLAHOMA	2,235	1,004	16	3	25	791	14	0	37	8
OREGON	2,841	235	11	5	40	4	1	1	36	8
PENNSYLVANIA	9,750	8	177	0	132	0	173	0	138	3
PUERTO RICO	1,676	192	98	12	30	16	0	3	10	13
RHODE ISLAND	1,285	14	64	1	15	2	0	0	18	0
SOUTH CAROLINA	2,784	372	58	8	24	6	3	0	22	13
SOUTH DAKOTA	681	87	5	2	46	13	1	0	43	3
TENNESSEE	4,029	4	65	0	25	0	10	0	60	0
TEXAS	3,877	570	12	20	23	20	13	0	14	10
UTAH	1,504	94	38	1	16	1	2	0	19	4
VERMONT	250	45	5	1	6	1	2	0	5	1
VIRGINIA	6,920	339	344	39	134	10	13	1	111	6
WASHINGTON	3,002	42	43	1	114	10	-	0	49	14
WEST VIRGINIA	1,743	191	7	0	10	5	0	0	13	6
WISCONSIN	4,344	632	350	23	126	36	-	0	107	35
WYOMING	928	70	71	1	29	4	1	1	10	0
AMERICAN SAMOA	24	0	1	0	0	0	0	0	0	0
GUAM	168	35	3	2	4	2	1	2	3	2
NORTHERN MARIANAS	31	66	0	4	3	2	0	1	1	2
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	400	42	8	0	1	4	0	0	2	2
U.S. & INSULAR AREAS	223,896	12,254	7,655	443	3,530	1,294	530	57	2,615	408
50 STATES, D.C. & P.R.	222,473	12,111	7,643	437	3,522	1,286	529	54	2,609	402

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTAL FOR ALL SCHOOL STAFF DOES NOT EQUAL THE SUM OF THE SCHOOL STAFF CATEGORIES BECAUSE SOME STATES REPORTED TOTAL FTE NEEDED INSTEAD OF FTE NEEDED FOR EACH CATEGORY.

DATA AS OF OCTOBER 1, 1988.

(T2A287)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1986-87

STATE	TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1,128	14	38	5	187	1	448	3	190	9
ALASKA	857	34	7	2	56	0	535	0	95	2
ARIZONA	1,655	96	62	2	118	7	286	11	327	17
ARKANSAS	378	54	6	0	96	8	238	40	13	1
CALIFORNIA	17,703	257	685	11	859	7	1,442	29	1,748	27
COLORADO	1,758	167	67	10	165	8	489	30	321	35
CONNECTICUT	1,873	–	223	–	86	–	396	–	209	–
DELAWARE	371	16	24	2	40	4	210	2	75	7
DISTRICT OF COLUMBIA	313	37	28	8	74	1	301	7	86	1
FLORIDA	4,708	673	102	18	447	53	1,792	161	499	32
GEORGIA	2,024	107	19	1	317	7	222	12	345	22
HAWAII	350	10	7	7	14	0	280	4	7	4
IDAHO	462	188	0	0	42	3	0	0	92	10
ILLINOIS	9,042	6	122	1	752	1	2,304	1	1,151	16
INDIANA	2,643	225	34	4	378	46	1,032	163	340	14
IOWA	2,199	87	20	6	165	12	411	46	324	28
KANSAS	2,562	4	28	4	142	2	79	0	323	8
KENTUCKY	1,331	86	67	2	163	6	825	69	114	15
LOUISIANA	3,808	172	349	63	285	29	2,505	43	272	40
MAINE	860	18	11	0	106	6	67	1	56	9
MARYLAND	2,157	75	121	5	252	7	1,419	77	175	7
MASSACHUSETTS	3,536	469	95	7	322	26	1,007	60	423	44
MICHIGAN	4,876	153	81	6	591	27	412	8	790	40
MINNESOTA	3,047	0	212	0	195	0	488	0	346	0
MISSISSIPPI	386	66	9	0	168	14	229	7	35	5
MISSOURI	2,156	0	0	0	231	3	126	1	24	0
MONTANA	453	32	10	17	32	27	6	2	99	11
NEBRASKA	801	0	0	0	39	0	–	0	89	0
NEVADA	394	51	14	2	23	5	61	2	85	7
NEW HAMPSHIRE	956	145	10	7	156	19	183	23	102	7
NEW JERSEY	4,013	225	270	10	663	46	2,557	55	977	55
NEW MEXICO	1,139	47	38	0	117	21	235	5	39	17
NEW YORK	11,445	–	1,255	–	2,960	–	3,590	–	2,101	–
NORTH CAROLINA	2,347	249	21	6	257	20	1,008	40	267	38
NORTH DAKOTA	360	5	12	0	65	3	51	4	33	5
OHIO	1,800	207	182	18	396	34	0	26	984	68
OKLAHOMA	774	71	84	8	177	12	544	43	162	26
OREGON	1,661	106	35	20	129	3	562	12	102	8
PENNSYLVANIA	5,186	2	181	0	862	0	1,592	0	627	0
PUERTO RICO	760	30	93	14	120	13	231	32	48	10
RHODE ISLAND	489	9	116	0	54	0	251	1	113	0
SOUTH CAROLINA	1,541	244	163	2	196	26	320	19	226	33
SOUTH DAKOTA	433	51	18	2	85	5	0	0	16	1
TENNESSEE	2,335	0	70	0	198	2	728	0	250	2
TEXAS	–	400	54	0	1,050	10	–	0	275	20
UTAH	969	82	10	0	77	3	155	0	124	4
VERMONT	56	30	14	3	44	4	43	1	12	1
VIRGINIA	3,146	179	176	5	356	15	1,308	16	426	32
WASHINGTON	1,723	4	–	1	186	0	–	2	476	7
WEST VIRGINIA	1,020	99	13	2	107	7	314	19	120	19
WISCONSIN	2,448	330	338	17	220	17	0	36	536	65
WYOMING	477	36	15	0	38	4	57	1	35	0
AMERICAN SAMOA	5	0	0	0	1	0	0	0	0	0
GUAM	87	12	1	1	3	0	45	4	8	3
NORTHERN MARIANAS	11	25	0	4	0	2	1	4	1	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	262	13	0	0	39	6	39	2	15	4
U.S. & INSULAR AREAS	119,270	5,695	5,614	302	14,896	579	31,431	1,120	16,725	834
50 STATES, D.C. & P.R.	118,906	5,645	5,613	297	14,853	571	31,338	1,110	16,701	827

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTAL FOR ALL SCHOOL STAFF DOES NOT EQUAL THE SUM OF THE SCHOOL STAFF CATEGORIES BECAUSE SOME STATES REPORTED TOTAL FTE NEEDED INSTEAD OF FTE NEEDED FOR EACH CATEGORY.

DATA AS OF OCTOBER 1, 1988.

(T2A287)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1986-87

	DIAGNOSTIC STAFF		AUDIOLOGISTS		WORK-STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	7	2	10	0	2	0	24	0	11	2
ALASKA	17	0	6	0	26	2	16	0	18	4
ARIZONA	20	0	12	1	27	2	52	2	129	12
ARKANSAS	40	5	2	1	2	1	14	0	4	0
CALIFORNIA	254	2	90	1	124	3	122	0	173	1
COLORADO	5	0	32	3	70	10	20	0	4	0
CONNECTICUT	79	-	-	-	-	-	365	-	518	-
DELAWARE	51	1	1	0	7	0	31	4	42	3
DISTRICT OF COLUMBIA	28	0	3	0	11	0	27	0	26	3
FLORIDA	508	49	31	3	69	23	194	18	237	15
GEORGIA	43	1	31	0	25	2	133	8	9	0
HAWAII	165	50	4	1	7	24	11	24	0	0
IDAHO	0	0	3	0	10	4	0	0	0	0
ILLINOIS	51	0	38	0	0	0	138	4	417	1
INDIANA	27	11	21	5	47	11	62	12	17	9
IOWA	0	0	64	4	15	7	51	1	0	0
KANSAS	14	0	17	0	17	0	36	0	20	2
KENTUCKY	69	8	8	3	23	0	263	13	163	25
LOUISIANA	354	38	27	1	27	2	124	3	89	5
MAINE	27	0	3	1	5	0	26	0	33	11
MARYLAND	68	2	22	0	96	1	173	6	88	19
MASSACHUSETTS	-	-	-	-	-	-	73	2	12	0
MICHIGAN	0	0	17	3	28	2	11	5	4	0
MINNESOTA	-	0	19	0	89	0	180	0	-	0
MISSISSIPPI	68	7	6	3	1	0	42	5	14	2
MISSOURI	279	11	12	2	0	0	0	0	67	0
MONTANA	0	1	3	1	2	2	8	8	4	11
NEBRASKA	0	4	0	0	0	0	0	0	3	0
NEVADA	5	1	4	2	8	3	6	3	19	2
NEW HAMPSHIRE	46	5	2	1	8	4	77	22	153	10
NEW JERSEY	1,298	59	30	0	158	158	517	8	1,782	43
NEW MEXICO	170	23	12	2	4	2	30	3	13	0
NEW YORK	-	-	8	-	-	-	-	-	-	-
NORTH CAROLINA	54	9	27	4	5	3	62	5	91	5
NORTH DAKOTA	3	0	5	2	8	1	43	3	15	5
OHIO	45	0	25	2	229	18	146	6	0	0
OKLAHOMA	55	10	7	0	30	8	88	9	192	16
OREGON	74	40	22	3	7	5	54	10	91	6
PENNSYLVANIA	167	0	36	0	64	0	136	0	261	0
PUERTO RICO	91	5	6	2	0	0	152	26	12	12
RHODE ISLAND	53	0	3	0	14	1	17	1	66	0
SOUTH CAROLINA	4	1	8	2	4	2	196	14	3	3
SOUTH DAKOTA	0	0	4	0	5	0	2	3	16	7
TENNESSEE	65	0	20	0	15	0	80	0	80	0
TEXAS	1,564	20	-	0	500	50	-	20	372	0
UTAH	8	1	21	0	7	0	11	0	35	0
VERMONT	3	1	2	0	8	4	21	0	25	0
VIRGINIA	142	5	26	0	26	8	494	15	203	10
WASHINGTON	-	1	-	1	-	0	-	2	17	1
WEST VIRGINIA	69	14	6	0	9	5	38	11	0	1
WISCONSIN	154	14	3	2	8	18	4	4	11	36
WYOMING	86	10	7	0	9	3	18	0	69	11
AMERICAN SAMOA	4	0	0	0	0	0	3	0	0	0
GUAM	2	2	0	1	1	2	8	2	0	0
NORTHERN MARIANAS	4	6	1	2	2	2	1	4	0	6
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	9	5	0	0	0	0	5	0	13	5
U.S. & INSULAR AREAS	6,347	413	766	57	1,857	388	4,406	284	5,645	303
50 STATES, D.C. & P.R.	6,329	400	764	54	1,854	384	4,389	278	5,631	292

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTAL FOR ALL SCHOOL STAFF DOES NOT EQUAL THE SUM OF THE SCHOOL STAFF CATEGORIES BECAUSE SOME STATES REPORTED TOTAL FTE NEEDED INSTEAD OF FTE NEEDED FOR EACH CATEGORY.

DATA AS OF OCTOBER 1, 1988.

(T2A287)

TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1986-87

STATE	SUPERVISORS/ ADMINISTRATORS (SEA) EMPLOYED	NEEDED
ALABAMA	21	1
ALASKA	1	0
ARIZONA	8	1
ARKANSAS	6	0
CALIFORNIA	7	0
COLORADO	13	0
CONNECTICUT	-	-
DELAWARE	2	0
DISTRICT OF COLUMBIA	26	0
FLORIDA	36	5
GEORGIA	26	4
HAWAII	9	0
IDAHO	8	0
ILLINOIS	66	3
INDIANA	0	0
IOWA	23	0
KANSAS	20	0
KENTUCKY	89	5
LOUISIANA	0	0
MAINE	17	4
MARYLAND	0	0
MASSACHUSETTS	6	0
MICHIGAN	5	5
MINNESOTA	30	0
MISSISSIPPI	0	0
MISSOURI	3	0
MONTANA	0	1
NEBRASKA	23	2
NEVADA	5	5
NEW HAMPSHIRE	10	0
NEW JERSEY	155	0
NEW MEXICO	10	0
NEW YORK	1	-
NORTH CAROLINA	71	10
NORTH DAKOTA	4	0
OHIO	0	0
OKLAHOMA	29	0
OREGON	16	4
PENNSYLVANIA	25	3
PUERTO RICO	25	4
RHODE ISLAND	13	0
SOUTH CAROLINA	16	1
SOUTH DAKOTA	8	0
TENNESSEE	28	0
TEXAS	-	0
UTAH	14	0
VERMONT	4	0
VIRGINIA	15	0
WASHINGTON	394	-
WEST VIRGINIA	12	5
WISCONSIN	40	0
WYOMING	6	0
AMERICAN SAMOA	2	0
GUAM	2	0
NORTHERN MARIANAS	6	2
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	5	0
U.S. & INSULAR AREAS	1,362	65
50 STATES, D.C. & P.R.	1,347	63

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE TOTAL FOR ALL SCHOOL STAFF DOES NOT EQUAL THE SUM OF THE SCHOOL STAFF CATEGORIES BECAUSE SOME STATES REPORTED TOTAL FTE NEEDED INSTEAD OF FTE NEEDED FOR EACH CATEGORY.

DATA AS OF OCTOBER 1, 1988.

(T2A287)

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TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

ALL CONDITIONS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,408	1,460	110	977	324	4,279
ALASKA	275	30	0	156	92	553
ARIZONA	962	72	57	589	277	1,957
ARKANSAS	1,398	311	95	416	86	2,306
CALIFORNIA	2,882	1,824	635	1,557	3,097	9,995
COLORADO	1,246	91	72	433	125	1,967
CONNECTICUT	4,954	480	125	49	195	5,803
DELAWARE	358	93	21	200	42	714
DISTRICT OF COLUMBIA	74	124	4	49	26	277
FLORIDA	3,358	502	145	1,350	553	5,908
GEORGIA	1,392	1,147	28	1,700	314	4,581
HAWAII	221	109	23	51	70	474
IDAHO	365	72	7	167	31	642
ILLINOIS	6,561	185	676	4,365	0	11,787
INDIANA	3,120	374	202	1,288	337	5,321
IOWA	1,798	203	32	620	488	3,141
KANSAS	1,355	81	20	556	112	2,124
KENTUCKY	1,876	211	35	990	245	3,357
LOUISIANA	839	1,169	102	1,121	591	3,822
MAINE	720	46	16	426	65	1,273
MARYLAND	877	52	197	749	1,526	3,401
MASSACHUSETTS	3,818	-	273	1,703	-	5,794
MICHIGAN	7,597	972	46	2,253	70	10,938
MINNESOTA	3,339	1,308	9	981	344	5,981
MISSISSIPPI	559	1,573	80	591	120	2,923
MISSOURI	2,840	564	104	1,972	1,402	6,882
MONTANA	333	73	15	69	73	563
NEBRASKA	1,098	296	2	68	363	1,827
NEVADA	227	182	16	47	0	472
NEW HAMPSHIRE	328	109	35	450	64	986
NEW JERSEY	5,838	0	130	2,712	408	9,088
NEW MEXICO	985	68	24	302	101	1,480
NEW YORK	5,136	3,067	591	8,477	0	17,271
NORTH CAROLINA	2,722	869	153	1,407	224	5,375
NORTH DAKOTA	406	157	17	139	46	765
OHIO	6,364	959	312	1,745	2,143	11,523
OKLAHOMA	1,106	25	10	255	102	1,498
OREGON	349	103	3	308	8,879	9,642
PENNSYLVANIA	2,656	528	268	1,365	2,684	7,501
PUERTO RICO	76	64	127	365	70	702
RHODE ISLAND	609	0	30	553	275	1,467
SOUTH CAROLINA	1,010	724	107	922	298	3,061
SOUTH DAKOTA	292	376	47	88	192	995
TENNESSEE	120	140	3	564	259	1,086
TEXAS	4,057	5,113	0	3,254	0	12,424
UTAH	1,027	46	22	579	259	1,933
VERMONT	268	18	4	176	13	479
VIRGINIA	2,084	919	120	1,299	203	4,625
WASHINGTON	551	85	70	434	201	1,341
WEST VIRGINIA	1,448	31	24	827	167	2,497
WISCONSIN	2,522	303	101	679	267	3,872
WYOMING	314	26	2	58	41	441
AMERICAN SAMOA	1	1	0	11	1	14
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	91	20	4	109	90	314
U.S. & INSULAR AREAS	96,210	27,355	5,351	52,571	27,955	209,442
50 STATES, D.C. & P.R.	96,118	27,334	5,347	52,451	27,864	209,114

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

ALL CONDITIONS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	32.90	34.12	2.57	22.83	7.57
ALASKA	49.73	5.42	0.00	28.21	16.64
ARIZONA	49.16	3.68	2.91	30.10	14.15
ARKANSAS	60.62	13.49	4.12	18.04	3.73
CALIFORNIA	28.83	18.25	6.35	15.58	30.99
COLORADO	63.35	4.63	3.66	22.01	6.35
CONNECTICUT	85.37	8.27	2.15	0.84	3.36
DELAWARE	50.14	13.03	2.94	28.01	5.88
DISTRICT OF COLUMBIA	26.71	44.77	1.44	17.69	9.39
FLORIDA	56.84	8.50	2.45	22.85	9.36
GEORGIA	30.39	25.04	0.61	37.11	6.85
HAWAII	46.62	23.00	4.85	10.76	14.77
IDAHO	56.85	11.21	1.09	26.01	4.83
ILLINOIS	55.66	1.57	5.74	37.03	0.00
INDIANA	58.64	7.03	3.80	24.21	6.33
IOWA	57.24	6.46	1.02	19.74	15.54
KANSAS	63.79	3.81	0.94	26.18	5.27
KENTUCKY	55.88	6.29	1.04	29.49	7.30
LOUISIANA	21.95	30.59	2.67	29.33	15.46
MAINE	56.56	3.61	1.26	33.46	5.11
MARYLAND	25.79	1.53	5.79	22.02	44.87
MASSACHUSETTS	65.90	-	4.71	29.39	-
MICHIGAN	69.46	8.89	0.42	20.60	0.64
MINNESOTA	55.83	21.87	0.15	16.40	5.75
MISSISSIPPI	19.12	53.81	2.74	20.22	4.11
MISSOURI	41.27	8.20	1.51	28.65	20.37
MONTANA	59.15	12.97	2.66	12.26	12.97
NEBRASKA	60.10	16.20	0.11	3.72	19.87
NEVADA	48.09	38.56	3.39	9.96	0.00
NEW HAMPSHIRE	33.27	11.05	3.55	45.64	6.49
NEW JERSEY	64.24	0.00	1.43	29.84	4.49
NEW MEXICO	66.55	4.59	1.62	20.41	6.82
NEW YORK	29.74	17.76	3.42	49.08	0.00
NORTH CAROLINA	50.64	16.17	2.85	26.18	4.17
NORTH DAKOTA	53.07	20.52	2.22	18.17	6.01
OHIO	55.23	8.32	2.71	15.14	18.60
OKLAHOMA	73.83	1.67	0.67	17.02	6.81
OREGON	3.62	1.07	0.03	3.19	92.09
PENNSYLVANIA	35.41	7.04	3.57	18.20	35.78
PUERTO RICO	10.83	9.12	18.09	51.99	9.97
RHODE ISLAND	41.51	0.00	2.04	37.70	18.75
SOUTH CAROLINA	33.00	23.65	3.50	30.12	9.74
SOUTH DAKOTA	29.35	37.79	4.72	8.84	19.30
TENNESSEE	11.05	12.89	0.28	51.93	23.85
TEXAS	32.65	41.15	0.00	26.19	0.00
UTAH	53.13	2.38	1.14	29.95	13.40
VERMONT	55.95	3.76	0.84	36.74	2.71
VIRGINIA	45.06	19.87	2.59	28.09	4.39
WASHINGTON	41.09	6.34	5.22	32.36	14.99
WEST VIRGINIA	57.99	1.24	0.96	33.12	6.69
WISCONSIN	65.13	7.83	2.61	17.54	6.90
WYOMING	71.20	5.90	0.45	13.15	9.30
AMERICAN SAMOA	7.14	7.14	0.00	78.57	7.14
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	28.98	6.37	1.27	34.71	28.66
U.S. & INSULAR AREAS	45.94	13.06	2.55	25.10	13.35
50 STATES, D.C. & P.R.	45.96	13.07	2.56	25.08	13.32

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

LEARNING DISABLED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	879	135	14	369	113	1,510
ALASKA	247	24	0	142	68	481
ARIZONA	651	21	7	372	100	1,151
ARKANSAS	819	124	6	223	50	1,222
CALIFORNIA	1,614	1,021	356	872	1,735	5,598
COLORADO	694	18	0	199	58	969
CONNECTICUT	2,872	104	24	16	81	3,097
DELAWARE	264	28	0	97	22	411
DISTRICT OF COLUMBIA	62	3	0	38	23	126
FLORIDA	1,599	101	25	727	258	2,710
GEORGIA	771	129	1	543	120	1,564
HAWAII	135	46	5	22	17	225
IDAHO	216	27	1	123	23	390
ILLINOIS	3,327	18	20	1,222	0	4,587
INDIANA	1,491	14	10	554	142	2,211
IOWA	962	49	0	240	224	1,475
KANSAS	809	32	0	262	46	1,149
KENTUCKY	975	12	2	430	99	1,518
LOUISIANA	596	485	10	653	221	1,965
MAINE	369	12	2	163	24	570
MARYLAND	332	0	0	422	722	1,476
MASSACHUSETTS	1,327	–	96	602	–	2,025
MICHIGAN	5,038	475	0	968	17	6,498
MINNESOTA	1,319	644	2	568	297	2,830
MISSISSIPPI	447	794	16	308	54	1,619
MISSOURI	1,546	124	16	920	704	3,310
MONTANA	252	27	4	48	55	386
NEBRASKA	656	119	0	40	166	981
NEVADA	202	125	0	37	0	364
NEW HAMPSHIRE	249	85	6	275	34	629
NEW JERSEY	3,730	0	22	1,457	237	5,446
NEW MEXICO	582	14	0	204	45	845
NEW YORK	3,654	749	277	5,037	0	9,717
NORTH CAROLINA	1,758	184	1	683	62	2,688
NORTH DAKOTA	320	122	4	116	38	600
OHIO	2,493	267	12	1,171	252	4,195
OKLAHOMA	675	17	2	168	64	926
OREGON	10	0	0	7	192	209
PENNSYLVANIA	735	37	14	361	644	1,791
PUERTO RICO	24	3	7	28	9	71
RHODE ISLAND	502	0	1	416	177	1,096
SOUTH CAROLINA	20	10	2	2	0	34
SOUTH DAKOTA	170	265	21	45	102	603
TENNESSEE	87	78	0	363	164	692
TEXAS	3,072	3,162	0	2,213	0	8,447
UTAH	501	5	1	176	59	742
VERMONT	118	6	0	73	9	206
VIRGINIA	1,559	164	2	647	102	2,474
WASHINGTON	382	48	20	311	118	879
WEST VIRGINIA	901	6	0	423	92	1,422
WISCONSIN	1,412	74	1	249	90	1,826
WYOMING	215	19	0	39	27	300
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	73	10	2	84	59	228
U.S. & INSULAR AREAS	53,713	10,016	1,012	25,728	8,015	98,484
50 STATES, D.C. & P.R.	53,640	10,006	1,010	25,644	7,956	98,256

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

LEARNING DISABLED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	58.21	8.94	0.93	24.44	7.48
ALASKA	51.35	4.99	0.00	29.52	14.14
ARIZONA	56.56	1.82	0.61	32.32	8.69
ARKANSAS	67.02	10.15	0.49	18.25	4.09
CALIFORNIA	28.83	18.24	6.36	15.58	30.99
COLORADO	71.62	1.86	0.00	20.54	5.99
CONNECTICUT	92.73	3.36	0.77	0.52	2.62
DELAWARE	64.23	6.81	0.00	23.60	5.35
DISTRICT OF COLUMBIA	49.21	2.38	0.00	30.16	18.25
FLORIDA	59.00	3.73	0.92	26.83	9.52
GEORGIA	49.30	8.25	0.06	34.72	7.67
HAWAII	60.00	20.44	2.22	9.78	7.56
IDAHO	55.38	6.92	0.26	31.54	5.90
ILLINOIS	72.53	0.39	0.44	26.64	0.00
INDIANA	67.44	0.63	0.45	25.06	6.42
IOWA	65.22	3.32	0.00	16.27	15.19
KANSAS	70.41	2.79	0.00	22.80	4.00
KENTUCKY	64.23	0.79	0.13	28.33	6.52
LOUISIANA	30.33	24.68	0.51	33.23	11.25
MAINE	64.74	2.11	0.35	28.60	4.21
MARYLAND	22.49	0.00	0.00	28.59	48.92
MASSACHUSETTS	65.53	-	4.74	29.73	-
MICHIGAN	77.53	7.31	0.00	14.90	0.26
MINNESOTA	46.61	22.76	0.07	20.07	10.49
MISSISSIPPI	27.61	49.04	0.99	19.02	3.34
MISSOURI	46.71	3.75	0.48	27.79	21.27
MONTANA	65.28	6.99	1.04	12.44	14.25
NEBRASKA	66.87	12.13	0.00	4.08	16.92
NEVADA	55.49	34.34	0.00	10.16	0.00
NEW HAMPSHIRE	39.59	10.33	0.95	43.72	5.41
NEW JERSEY	68.49	0.00	0.40	26.75	4.35
NEW MEXICO	68.88	1.66	0.00	24.14	5.33
NEW YORK	37.60	7.71	2.85	51.84	0.00
NORTH CAROLINA	65.40	6.85	0.04	25.41	2.31
NORTH DAKOTA	53.33	20.33	0.67	19.33	6.33
OHIO	59.43	6.36	0.29	27.91	6.01
OKLAHOMA	72.89	1.84	0.22	18.14	6.91
OREGON	4.78	0.00	0.00	3.35	91.87
PENNSYLVANIA	41.04	2.07	0.78	20.16	35.96
PUERTO RICO	33.80	4.23	9.86	39.44	12.68
RHODE ISLAND	45.80	0.00	0.09	37.96	16.15
SOUTH CAROLINA	58.82	29.41	5.88	5.88	0.00
SOUTH DAKOTA	28.19	43.95	3.48	7.46	16.92
TENNESSEE	12.57	11.27	0.00	52.46	23.70
TEXAS	36.37	37.43	0.00	26.20	0.00
UTAH	67.52	0.67	0.13	23.72	7.95
VERMONT	57.28	2.91	0.00	35.44	4.37
VIRGINIA	63.02	6.63	0.08	26.15	4.12
WASHINGTON	43.46	5.46	2.28	35.38	13.42
WEST VIRGINIA	63.36	0.42	0.00	29.75	6.47
WISCONSIN	77.33	4.05	0.05	13.64	4.93
WYOMING	71.67	6.33	0.00	13.00	9.00
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	32.02	4.39	0.88	36.84	25.88
U.S. & INSULAR AREAS	54.54	10.17	1.03	26.12	8.14
50 STATES, D.C. & P.R.	54.59	10.18	1.03	26.10	8.10

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

SPEECH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	31	16	0	9	12	68
ALASKA	4	0	0	1	2	7
ARIZONA	20	7	1	14	5	47
ARKANSAS	18	2	12	1	1	34
CALIFORNIA	722	457	159	390	774	2,502
COLORADO	17	0	0	4	0	21
CONNECTICUT	87	7	0	0	3	97
DELAWARE	6	0	0	0	0	6
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	224	10	3	44	20	301
GEORGIA	35	20	1	33	1	90
HAWAII	9	0	0	0	1	10
IDAHO	7	0	0	4	0	11
ILLINOIS	139	0	2	45	0	186
INDIANA	284	23	3	46	5	361
IOWA	3	0	0	0	1	4
KANSAS	17	10	3	4	1	35
KENTUCKY	41	16	1	22	4	84
LOUISIANA	36	12	0	31	41	120
MAINE	13	1	0	2	1	17
MARYLAND	157	0	0	28	122	307
MASSACHUSETTS	865	-	63	392	-	1,320
MICHIGAN	191	0	0	135	0	326
MINNESOTA	1,054	58	0	225	0	1,337
MISSISSIPPI	43	19	1	13	4	80
MISSOURI	148	6	4	70	30	258
MONTANA	8	5	0	0	0	13
NEBRASKA	12	0	0	0	9	21
NEVADA	0	5	0	0	0	5
NEW HAMPSHIRE	12	1	0	7	2	22
NEW JERSEY	124	0	0	26	0	150
NEW MEXICO	133	2	0	24	9	168
NEW YORK	48	6	3	48	0	105
NORTH CAROLINA	35	5	0	13	8	61
NORTH DAKOTA	2	6	0	1	0	9
OHIO	63	4	0	4	12	83
OKLAHOMA	10	0	0	2	3	15
OREGON	1	0	0	0	2	3
PENNSYLVANIA	11	143	2	172	1,030	1,358
PUERTO RICO	2	0	1	2	2	7
RHODE ISLAND	14	0	0	8	7	29
SOUTH CAROLINA	47	11	0	32	6	96
SOUTH DAKOTA	12	9	2	1	3	27
TENNESSEE	7	2	0	18	5	32
TEXAS	59	19	0	23	0	101
UTAH	38	0	0	5	1	44
VERMONT	11	0	0	3	2	16
VIRGINIA	70	19	1	14	1	105
WASHINGTON	3	0	0	1	0	4
WEST VIRGINIA	30	0	0	3	4	37
WISCONSIN	32	3	0	7	6	48
WYOMING	11	0	0	0	3	14
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	2	0	2	12	17
U.S. & INSULAR AREAS	4,967	906	262	1,929	2,155	10,219
50 STATES, D.C. & P.R.	4,966	904	262	1,927	2,143	10,202

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

SPEECH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	45.59	23.53	0.00	13.24	17.65
ALASKA	57.14	0.00	0.00	14.29	28.57
ARIZONA	42.55	14.89	2.13	29.79	10.64
ARKANSAS	52.94	5.88	35.29	2.94	2.94
CALIFORNIA	28.86	18.27	6.35	15.59	30.94
COLORADO	80.95	0.00	0.00	19.05	0.00
CONNECTICUT	89.69	7.22	0.00	0.00	3.09
DELAWARE	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	-	-	-	-	-
FLORIDA	74.42	3.32	1.00	14.62	6.64
GEORGIA	38.89	22.22	1.11	36.67	1.11
HAWAII	90.00	0.00	0.00	0.00	10.00
IDAHO	63.64	0.00	0.00	36.36	0.00
ILLINOIS	74.73	0.00	1.08	24.19	0.00
INDIANA	78.67	6.37	0.83	12.74	1.39
IOWA	75.00	0.00	0.00	0.00	25.00
KANSAS	48.57	28.57	8.57	11.43	2.86
KENTUCKY	48.81	19.05	1.19	26.19	4.76
LOUISIANA	30.00	10.00	0.00	25.83	34.17
MAINE	76.47	5.88	0.00	11.76	5.88
MARYLAND	51.14	0.00	0.00	9.12	39.74
MASSACHUSETTS	65.53	-	4.77	29.70	-
MICHIGAN	58.59	0.00	0.00	41.41	0.00
MINNESOTA	78.83	4.34	0.00	16.83	0.00
MISSISSIPPI	53.75	23.75	1.25	16.25	5.00
MISSOURI	57.36	2.33	1.55	27.13	11.63
MONTANA	61.54	38.46	0.00	0.00	0.00
NEBRASKA	57.14	0.00	0.00	0.00	42.86
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	54.55	4.55	0.00	31.82	9.09
NEW JERSEY	82.67	0.00	0.00	17.33	0.00
NEW MEXICO	79.17	1.19	0.00	14.29	5.36
NEW YORK	45.71	5.71	2.86	45.71	0.00
NORTH CAROLINA	57.38	8.20	0.00	21.31	13.11
NORTH DAKOTA	22.22	66.67	0.00	11.11	0.00
OHIO	75.90	4.82	0.00	4.82	14.46
OKLAHOMA	66.67	0.00	0.00	13.33	20.00
OREGON	33.33	0.00	0.00	0.00	66.67
PENNSYLVANIA	0.81	10.53	0.15	12.67	75.85
PUERTO RICO	28.57	0.00	14.29	28.57	28.57
RHODE ISLAND	48.28	0.00	0.00	27.59	24.14
SOUTH CAROLINA	48.96	11.46	0.00	33.33	6.25
SOUTH DAKOTA	44.44	33.33	7.41	3.70	11.11
TENNESSEE	21.87	6.25	0.00	56.25	15.62
TEXAS	58.42	18.81	0.00	22.77	0.00
UTAH	86.36	0.00	0.00	11.36	2.27
VERMONT	68.75	0.00	0.00	18.75	12.50
VIRGINIA	66.67	18.10	0.95	13.33	0.95
WASHINGTON	75.00	0.00	0.00	25.00	0.00
WEST VIRGINIA	81.08	0.00	0.00	8.11	10.81
WISCONSIN	66.67	6.25	0.00	14.58	12.50
WYOMING	78.57	0.00	0.00	0.00	21.43
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5.88	11.76	0.00	11.76	70.59
U.S. & INSULAR AREAS	48.61	8.87	2.56	18.88	21.09
50 STATES, D.C. & P.R.	48.68	8.86	2.57	18.89	21.01

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

MENTALLY RETARDED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	431	1,279	74	586	175	2,545
ALASKA	7	3	0	4	4	18
ARIZONA	163	30	12	52	12	269
ARKANSAS	492	174	53	178	32	929
CALIFORNIA	201	129	44	109	217	700
COLORADO	156	53	41	28	9	287
CONNECTICUT	468	256	51	0	3	778
DELAWARE	36	48	17	34	3	138
DISTRICT OF COLUMBIA	3	92	0	7	3	105
FLORIDA	896	313	99	287	101	1,696
GEORGIA	257	909	25	675	66	1,932
HAWAII	8	34	10	18	21	91
IDAHO	97	37	4	27	7	172
ILLINOIS	1,466	141	390	638	0	2,635
INDIANA	947	273	147	515	126	2,008
IOWA	559	81	25	148	111	924
KANSAS	351	22	11	103	20	507
KENTUCKY	732	168	22	459	96	1,477
LOUISIANA	95	581	85	269	83	1,113
MAINE	183	26	6	62	9	286
MARYLAND	76	31	195	170	95	567
MASSACHUSETTS	797	-	58	364	-	1,219
MICHIGAN	656	229	0	300	14	1,199
MINNESOTA	527	399	3	67	0	996
MISSISSIPPI	51	726	58	247	57	1,139
MISSOURI	734	350	64	532	244	1,924
MONTANA	35	13	10	7	8	73
NEBRASKA	260	167	2	6	53	488
NEVADA	3	31	10	2	0	46
NEW HAMPSHIRE	24	20	21	32	8	105
NEW JERSEY	490	0	65	94	35	684
NEW MEXICO	130	33	18	32	12	225
NEW YORK	153	1,278	154	742	0	2,327
NORTH CAROLINA	687	622	110	464	88	1,971
NORTH DAKOTA	59	22	13	10	2	106
OHIO	2,774	569	209	0	1,785	5,337
OKLAHOMA	353	7	7	66	25	458
OREGON	10	21	0	15	673	719
PENNSYLVANIA	1,681	305	242	648	606	3,482
PUERTO RICO	22	53	82	295	51	503
RHODE ISLAND	36	0	21	27	9	93
SOUTH CAROLINA	344	534	93	439	143	1,553
SOUTH DAKOTA	30	53	17	27	31	158
TENNESSEE	11	43	3	145	38	240
TEXAS	243	1,085	0	330	0	1,658
UTAH	121	23	13	43	17	217
VERMONT	104	11	2	65	1	183
VIRGINIA	172	644	102	355	47	1,320
WASHINGTON	92	28	39	47	39	245
WEST VIRGINIA	423	23	23	330	51	850
WISCONSIN	409	102	34	84	39	668
WYOMING	38	4	2	4	1	49
AMERICAN SAMOA	1	1	0	11	1	14
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	4	1	15	13	43
U.S. & INSULAR AREAS	19,104	12,080	2,787	10,214	5,284	49,469
50 STATES, D.C. & P.R.	19,093	12,075	2,786	10,188	5,270	49,412

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

MENTALLY RETARDED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	16.94	50.26	2.91	23.03	6.88
ALASKA	38.89	16.67	0.00	22.22	22.22
ARIZONA	60.59	11.15	4.46	19.33	4.46
ARKANSAS	52.96	18.73	5.71	19.16	3.44
CALIFORNIA	28.71	18.43	6.29	15.57	31.00
COLORADO	54.36	18.47	14.29	9.76	3.14
CONNECTICUT	60.15	32.90	6.56	0.00	0.39
DELAWARE	26.09	34.78	12.32	24.64	2.17
DISTRICT OF COLUMBIA	2.86	87.62	0.00	6.67	2.86
FLORIDA	52.83	18.46	5.84	16.92	5.96
GEORGIA	13.30	47.05	1.29	34.94	3.42
HAWAII	8.79	37.36	10.99	19.78	23.08
IDAHO	56.40	21.51	2.33	15.70	4.07
ILLINOIS	55.64	5.35	14.80	24.21	0.00
INDIANA	47.16	13.60	7.32	25.65	6.27
IOWA	60.50	8.77	2.71	16.02	12.01
KANSAS	69.23	4.34	2.17	20.32	3.94
KENTUCKY	49.56	11.37	1.49	31.08	6.50
LOUISIANA	8.54	52.20	7.64	24.17	7.46
MAINE	63.99	9.09	2.10	21.68	3.15
MARYLAND	13.40	5.47	34.39	29.98	16.75
MASSACHUSETTS	65.38	-	4.76	29.86	-
MICHIGAN	54.71	19.10	0.00	25.02	1.17
MINNESOTA	52.91	40.06	0.30	6.73	0.00
MISSISSIPPI	4.48	63.74	5.09	21.69	5.00
MISSOURI	38.15	18.19	3.33	27.65	12.68
MONTANA	47.95	17.81	13.70	9.59	10.96
NEBRASKA	53.28	34.22	0.41	1.23	10.86
NEVADA	6.52	67.39	21.74	4.35	0.00
NEW HAMPSHIRE	22.86	19.05	20.00	30.48	7.62
NEW JERSEY	71.64	0.00	9.50	13.74	5.12
NEW MEXICO	57.78	14.67	8.00	14.22	5.33
NEW YORK	6.57	54.92	6.62	31.89	0.00
NORTH CAROLINA	34.86	31.56	5.58	23.54	4.46
NORTH DAKOTA	55.66	20.75	12.26	9.43	1.89
OHIO	51.98	10.66	3.92	0.00	33.45
OKLAHOMA	77.07	1.53	1.53	14.41	5.46
OREGON	1.39	2.92	0.00	2.09	93.60
PENNSYLVANIA	48.28	8.76	6.95	18.61	17.40
PUERTO RICO	4.37	10.54	16.30	58.65	10.14
RHODE ISLAND	38.71	0.00	22.58	29.03	9.68
SOUTH CAROLINA	22.15	34.39	5.99	28.27	9.21
SOUTH DAKOTA	18.99	33.54	10.76	17.09	19.62
TENNESSEE	4.58	17.92	1.25	60.42	15.83
TEXAS	14.66	65.44	0.00	19.90	0.00
UTAH	55.76	10.60	5.99	19.82	7.83
VERMONT	56.83	6.01	1.09	35.52	0.55
VIRGINIA	13.03	48.79	7.73	26.89	3.56
WASHINGTON	37.55	11.43	15.92	19.18	15.92
WEST VIRGINIA	49.76	2.71	2.71	38.82	6.00
WISCONSIN	61.23	15.27	5.09	12.57	5.84
WYOMING	77.55	8.16	4.08	8.16	2.04
AMERICAN SAMOA	7.14	7.14	0.00	78.57	7.14
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23.26	9.30	2.33	34.88	30.23
U.S. & INSULAR AREAS	38.62	24.42	5.63	20.65	10.68
50 STATES, D.C. & P.R.	38.64	24.44	5.64	20.62	10.67

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPM8A3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1986-1987 BY BASIS OF EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	8	1	1	0	3	13
ALASKA	7	0	0	6	11	24
ARIZONA	55	2	21	113	143	334
ARKANSAS	9	1	1	7	1	19
CALIFORNIA	73	46	16	39	77	251
COLORADO	277	13	6	185	43	524
CONNECTICUT	1,312	45	38	24	76	1,495
DELAWARE	44	12	0	67	16	139
DISTRICT OF COLUMBIA	5	1	0	2	0	8
FLORIDA	274	17	15	269	160	735
GEORGIA	238	58	0	431	121	848
HAWAII	20	5	0	4	10	39
IDAHO	18	7	0	11	0	36
ILLINOIS	1,227	22	231	2,356	0	3,836
INDIANA	90	7	16	137	50	300
IOWA	177	45	2	223	127	574
KANSAS	134	14	0	182	41	371
KENTUCKY	46	0	0	62	45	153
LOUISIANA	44	31	1	133	197	406
MAINE	88	3	2	172	24	289
MARYLAND	40	0	0	66	382	488
MASSACHUSETTS	515	–	37	233	–	785
MICHIGAN	1,415	191	43	764	25	2,438
MINNESOTA	230	165	2	113	42	552
MISSISSIPPI	2	3	1	13	2	21
MISSOURI	138	60	6	380	374	958
MONTANA	18	6	1	14	10	49
NEBRASKA	95	0	0	20	104	219
NEVADA	10	9	1	6	0	26
NEW HAMPSHIRE	21	15	1	124	15	176
NEW JERSEY	1,093	0	13	1,035	127	2,268
NEW MEXICO	79	6	0	33	27	145
NEW YORK	967	364	89	2,439	0	3,859
NORTH CAROLINA	105	20	10	209	48	392
NORTH DAKOTA	9	6	0	11	5	31
OHIO	141	16	4	153	82	396
OKLAHOMA	24	0	0	15	7	46
OREGON	11	2	0	9	337	359
PENNSYLVANIA	159	25	8	168	354	714
PUERTO RICO	2	1	0	8	1	12
RHODE ISLAND	29	0	4	91	69	193
SOUTH CAROLINA	57	22	2	126	52	259
SOUTH DAKOTA	63	21	3	6	43	136
TENNESSEE	6	1	0	23	22	52
TEXAS	298	413	0	522	0	1,233
UTAH	258	0	5	255	148	666
VERMONT	20	1	1	31	1	54
VIRGINIA	180	32	5	263	47	527
WASHINGTON	14	3	4	43	29	93
WEST VIRGINIA	61	2	0	65	19	147
WISCONSIN	307	41	4	263	93	708
WYOMING	22	0	0	11	5	38
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2	2	0	7	5	16
U.S. & INSULAR AREAS	10,537	1,757	594	11,942	3,620	28,450
50 STATES, D.C. & P.R.	10,535	1,755	594	11,935	3,615	28,434

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	61.54	7.69	7.69	0.00	23.08
ALASKA	29.17	0.00	0.00	25.00	45.83
ARIZONA	16.47	0.60	6.29	33.83	42.81
ARKANSAS	47.37	5.26	5.26	36.84	5.26
CALIFORNIA	29.08	18.33	6.37	15.54	30.68
COLORADO	52.86	2.48	1.15	35.31	8.21
CONNECTICUT	87.76	3.01	2.54	1.61	5.08
DELAWARE	31.65	8.63	0.00	48.20	11.51
DISTRICT OF COLUMBIA	62.50	12.50	0.00	25.00	0.00
FLORIDA	37.28	2.31	2.04	36.60	21.77
GEORGIA	28.07	6.84	0.00	50.83	14.27
HAWAII	51.28	12.82	0.00	10.26	25.64
IDAHO	50.00	19.44	0.00	30.56	0.00
ILLINOIS	31.99	0.57	6.02	61.42	0.00
INDIANA	30.00	2.33	5.33	45.67	16.67
IOWA	30.84	7.84	0.35	38.85	22.13
KANSAS	36.12	3.77	0.00	49.06	11.05
KENTUCKY	30.07	0.00	0.00	40.52	29.41
LOUISIANA	10.84	7.64	0.25	32.76	48.52
MAINE	30.45	1.04	0.69	59.52	8.30
MARYLAND	8.20	0.00	0.00	13.52	78.28
MASSACHUSETTS	65.61	-	4.71	29.68	-
MICHIGAN	58.04	7.83	1.76	31.34	1.03
MINNESOTA	41.67	29.89	0.36	20.47	7.61
MISSISSIPPI	9.52	14.29	4.76	61.90	9.52
MISSOURI	14.41	6.26	0.63	39.67	39.04
MONTANA	36.73	12.24	2.04	28.57	20.41
NEBRASKA	43.38	0.00	0.00	9.13	47.49
NEVADA	38.46	34.62	3.85	23.08	0.00
NEW HAMPSHIRE	11.93	8.52	0.57	70.45	8.52
NEW JERSEY	48.19	0.00	0.57	45.63	5.60
NEW MEXICO	54.48	4.14	0.00	22.76	18.62
NEW YORK	25.06	9.43	2.31	63.20	0.00
NORTH CAROLINA	26.79	5.10	2.55	53.32	12.24
NORTH DAKOTA	29.03	19.35	0.00	35.48	16.13
OHIO	35.61	4.04	1.01	38.64	20.71
OKLAHOMA	52.17	0.00	0.00	32.61	15.22
OREGON	3.06	0.56	0.00	2.51	93.87
PENNSYLVANIA	22.27	3.50	1.12	23.53	49.58
PUERTO RICO	16.67	8.33	0.00	66.67	8.33
RHODE ISLAND	15.03	0.00	2.07	47.15	35.75
SOUTH CAROLINA	22.01	8.49	0.77	48.65	20.08
SOUTH DAKOTA	46.32	15.44	2.21	4.41	31.62
TENNESSEE	11.54	1.92	0.00	44.23	42.31
TEXAS	24.17	33.50	0.00	42.34	0.00
UTAH	38.74	0.00	0.75	38.29	22.22
VERMONT	37.04	1.85	1.85	57.41	1.85
VIRGINIA	34.16	6.07	0.95	49.91	8.92
WASHINGTON	15.05	3.23	4.30	46.24	31.18
WEST VIRGINIA	41.50	1.36	0.00	44.22	12.93
WISCONSIN	43.36	5.79	0.56	37.15	13.14
WYOMING	57.89	0.00	0.00	28.95	13.16
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12.50	12.50	0.00	43.75	31.25
U.S. & INSULAR AREAS	37.04	6.18	2.09	41.98	12.72
50 STATES, D.C. & P.R.	37.05	6.17	2.09	41.97	12.71

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

HARD OF HEARING & DEAF

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	20	7	0	2	4	33
ALASKA	6	0	0	1	1	8
ARIZONA	15	0	0	5	1	21
ARKANSAS	24	0	5	1	0	30
CALIFORNIA	58	34	12	32	62	198
COLORADO	31	0	0	2	3	36
CONNECTICUT	59	25	4	1	9	98
DELAWARE	2	3	0	1	0	6
DISTRICT OF COLUMBIA	3	1	0	0	0	4
FLORIDA	137	23	1	11	5	177
GEORGIA	58	14	0	10	2	84
HAWAII	24	10	3	3	5	45
IDAHO	8	0	0	1	0	9
ILLINOIS	153	3	8	21	0	185
INDIANA	104	10	1	17	4	136
IOWA	49	0	0	4	11	64
KANSAS	16	1	0	3	1	21
KENTUCKY	21	0	0	6	0	27
LOUISIANA	36	19	1	17	18	91
MAINE	15	0	0	2	0	17
MARYLAND	125	0	0	11	45	181
MASSACHUSETTS	115	–	4	22	–	141
MICHIGAN	117	47	3	4	0	171
MINNESOTA	72	6	0	2	0	80
MISSISSIPPI	12	20	2	5	1	40
MISSOURI	170	0	2	30	18	220
MONTANA	11	0	0	0	0	11
NEBRASKA	21	0	0	0	12	33
NEVADA	5	1	0	0	0	6
NEW HAMPSHIRE	11	1	0	3	3	18
NEW JERSEY	116	0	0	16	0	132
NEW MEXICO	16	6	1	2	2	27
NEW YORK	95	468	6	41	0	610
NORTH CAROLINA	48	13	1	8	2	72
NORTH DAKOTA	5	0	0	1	0	6
OHIO	255	0	4	12	4	275
OKLAHOMA	28	1	0	1	0	30
OREGON	1	1	0	2	41	45
PENNSYLVANIA	42	5	0	13	25	85
PUERTO RICO	9	2	9	17	6	43
RHODE ISLAND	12	0	1	0	0	13
SOUTH CAROLINA	41	4	1	10	0	56
SOUTH DAKOTA	2	11	1	0	3	17
TENNESSEE	1	5	0	3	5	14
TEXAS	71	87	0	20	0	178
UTAH	42	0	0	11	0	53
VERMONT	8	0	0	0	0	8
VIRGINIA	54	14	3	4	5	80
WASHINGTON	6	0	0	6	3	15
WEST VIRGINIA	10	0	1	3	0	14
WISCONSIN	10	0	1	1	0	12
WYOMING	6	1	0	3	1	11
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	2,376	843	75	391	302	3,987
50 STATES, D.C. & P.R.	2,376	843	75	391	302	3,987

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1986-1987 BY BASIS OF EXIT

HARD OF HEARING & DEAF

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	60.61	21.21	0.00	6.06	12.12
ALASKA	75.00	0.00	0.00	12.50	12.50
ARIZONA	71.43	0.00	0.00	23.81	4.76
ARKANSAS	80.00	0.00	16.67	3.33	0.00
CALIFORNIA	29.29	17.17	6.06	16.16	31.31
COLORADO	86.11	0.00	0.00	5.56	8.33
CONNECTICUT	60.20	25.51	4.08	1.02	9.18
DELAWARE	33.33	50.00	0.00	16.67	0.00
DISTRICT OF COLUMBIA	75.00	25.00	0.00	0.00	0.00
FLORIDA	77.40	12.99	0.56	6.21	2.82
GEORGIA	69.05	16.67	0.00	11.90	2.38
HAWAII	53.33	22.22	6.67	6.67	11.11
IDAHO	88.89	0.00	0.00	11.11	0.00
ILLINOIS	82.70	1.62	4.32	11.35	0.00
INDIANA	76.47	7.35	0.74	12.50	2.94
IOWA	76.56	0.00	0.00	6.25	17.19
KANSAS	76.19	4.76	0.00	14.29	4.76
KENTUCKY	77.78	0.00	0.00	22.22	0.00
LOUISIANA	39.56	20.88	1.10	18.68	19.78
MAINE	88.24	0.00	0.00	11.76	0.00
MARYLAND	69.06	0.00	0.00	6.08	24.86
MASSACHUSETTS	81.56	-	2.84	15.60	-
MICHIGAN	68.42	27.49	1.75	2.34	0.00
MINNESOTA	90.00	7.50	0.00	2.50	0.00
MISSISSIPPI	30.00	50.00	5.00	12.50	2.50
MISSOURI	77.27	0.00	0.91	13.64	8.18
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	63.64	0.00	0.00	0.00	36.36
NEVADA	83.33	16.67	0.00	0.00	0.00
NEW HAMPSHIRE	61.11	5.56	0.00	16.67	16.67
NEW JERSEY	87.88	0.00	0.00	12.12	0.00
NEW MEXICO	59.26	22.22	3.70	7.41	7.41
NEW YORK	15.57	76.72	0.98	6.72	0.00
NORTH CAROLINA	66.67	18.06	1.39	11.11	2.78
NORTH DAKOTA	83.33	0.00	0.00	16.67	0.00
OHIO	92.73	0.00	1.45	4.36	1.45
OKLAHOMA	93.33	3.33	0.00	3.33	0.00
OREGON	2.22	2.22	0.00	4.44	91.11
PENNSYLVANIA	49.41	5.88	0.00	15.29	29.41
PUERTO RICO	20.93	4.65	20.93	39.53	13.95
RHODE ISLAND	92.31	0.00	7.69	0.00	0.00
SOUTH CAROLINA	73.21	7.14	1.79	17.86	0.00
SOUTH DAKOTA	11.76	64.71	5.88	0.00	17.65
TENNESSEE	7.14	35.71	0.00	21.43	35.71
TEXAS	39.89	48.88	0.00	11.24	0.00
UTAH	79.25	0.00	0.00	20.75	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00
VIRGINIA	67.50	17.50	3.75	5.00	6.25
WASHINGTON	40.00	0.00	0.00	40.00	20.00
WEST VIRGINIA	71.43	0.00	7.14	21.43	0.00
WISCONSIN	83.33	0.00	8.33	8.33	0.00
WYOMING	54.55	9.09	0.00	27.27	9.09
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. & INSULAR AREAS	59.59	21.14	1.88	9.81	7.57
50 STATES, D.C. & P.R.	59.59	21.14	1.88	9.81	7.57

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

MULTIHANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	17	19	6	7	49
ALASKA	1	1	0	1	0	3
ARIZONA	7	7	15	4	0	33
ARKANSAS	15	5	6	2	2	30
CALIFORNIA	48	31	11	25	52	167
COLORADO	36	6	22	12	8	84
CONNECTICUT	16	15	2	3	12	48
DELAWARE	0	0	2	0	1	3
DISTRICT OF COLUMBIA	0	10	2	1	0	13
FLORIDA	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-
HAWAII	0	2	2	0	8	12
IDAHO	2	1	2	0	1	6
ILLINOIS	-	-	-	-	-	-
INDIANA	54	22	19	13	6	114
IOWA	7	24	4	1	3	39
KANSAS	3	0	3	1	0	7
KENTUCKY	22	9	9	2	0	42
LOUISIANA	1	11	3	6	5	26
MAINE	12	3	4	12	0	31
MARYLAND	92	21	0	18	87	218
MASSACHUSETTS	83	-	6	37	-	126
MICHIGAN	0	0	0	0	14	14
MINNESOTA	-	-	-	-	-	-
MISSISSIPPI	0	3	0	0	2	5
MISSOURI	12	12	10	2	6	42
MONTANA	0	8	0	0	0	8
NEBRASKA	15	10	0	2	19	46
NEVADA	0	10	5	1	0	16
NEW HAMPSHIRE	0	1	7	1	1	10
NEW JERSEY	126	0	30	64	0	220
NEW MEXICO	13	3	3	4	4	27
NEW YORK	31	147	52	107	0	337
NORTH CAROLINA	4	9	22	19	12	66
NORTH DAKOTA	-	-	-	-	-	-
OHIO	146	55	79	16	0	296
OKLAHOMA	2	0	1	1	0	4
OREGON	301	76	3	222	6,760	7,362
PENNSYLVANIA	1	2	0	0	0	3
PUERTO RICO	0	0	20	5	1	26
RHODE ISLAND	1	0	1	0	0	2
SOUTH CAROLINA	0	5	0	1	0	6
SOUTH DAKOTA	4	3	1	7	7	22
TENNESSEE	0	2	0	0	1	3
TEXAS	3	69	0	26	0	98
UTAH	10	18	0	2	3	33
VERMONT	0	0	1	0	0	1
VIRGINIA	1	26	6	1	1	35
WASHINGTON	4	0	6	0	2	12
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	329	79	59	70	38	575
WYOMING	6	0	0	0	3	9
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	1	1	1	0	5
U.S. & INSULAR AREAS	1,410	724	438	696	7,066	10,334
50 STATES, D.C. & P.R.	1,408	723	437	695	7,066	10,329

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

MULTIHANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	0.00	34.69	38.78	12.24	14.29
ALASKA	33.33	33.33	0.00	33.33	0.00
ARIZONA	21.21	21.21	45.45	12.12	0.00
ARKANSAS	50.00	16.67	20.00	6.67	6.67
CALIFORNIA	28.74	18.56	6.59	14.97	31.14
COLORADO	42.86	7.14	26.19	14.29	9.52
CONNECTICUT	33.33	31.25	4.17	6.25	25.00
DELAWARE	0.00	0.00	66.67	0.00	33.33
DISTRICT OF COLUMBIA	0.00	76.92	15.38	7.69	0.00
FLORIDA	-	-	-	-	-
GEORGIA	-	-	-	-	-
HAWAII	0.00	16.67	16.67	0.00	66.67
IDAHO	33.33	16.67	33.33	0.00	16.67
ILLINOIS	-	-	-	-	-
INDIANA	47.37	19.30	16.67	11.40	5.26
IOWA	17.95	61.54	10.26	2.56	7.69
KANSAS	42.86	0.00	42.86	14.29	0.00
KENTUCKY	52.38	21.43	21.43	4.76	0.00
LOUISIANA	3.85	42.31	11.54	23.08	19.23
MAINE	38.71	9.68	12.90	38.71	0.00
MARYLAND	42.20	9.63	0.00	8.26	39.91
MASSACHUSETTS	65.87	-	4.76	29.37	-
MICHIGAN	0.00	0.00	0.00	0.00	100.00
MINNESOTA	-	-	-	-	-
MISSISSIPPI	0.00	60.00	0.00	0.00	40.00
MISSOURI	28.57	28.57	23.81	4.76	14.29
MONTANA	0.00	100.00	0.00	0.00	0.00
NEBRASKA	32.61	21.74	0.00	4.35	41.30
NEVADA	0.00	62.50	31.25	6.25	0.00
NEW HAMPSHIRE	0.00	10.00	70.00	10.00	10.00
NEW JERSEY	57.27	0.00	13.64	29.09	0.00
NEW MEXICO	48.15	11.11	11.11	14.81	14.81
NEW YORK	9.20	43.62	15.43	31.75	0.00
NORTH CAROLINA	6.06	13.64	33.33	28.79	18.18
NORTH DAKOTA	-	-	-	-	-
OHIO	49.32	18.58	26.69	5.41	0.00
OKLAHOMA	50.00	0.00	25.00	25.00	0.00
OREGON	4.09	1.03	0.04	3.02	91.82
PENNSYLVANIA	33.33	66.67	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	76.92	19.23	3.85
RHODE ISLAND	50.00	0.00	50.00	0.00	0.00
SOUTH CAROLINA	0.00	83.33	0.00	16.67	0.00
SOUTH DAKOTA	18.18	13.64	4.55	31.82	31.82
TENNESSEE	0.00	66.67	0.00	0.00	33.33
TEXAS	3.06	70.41	0.00	26.53	0.00
UTAH	30.30	54.55	0.00	6.06	9.09
VERMONT	0.00	0.00	100.00	0.00	0.00
VIRGINIA	2.86	74.29	17.14	2.86	2.86
WASHINGTON	33.33	0.00	50.00	0.00	16.67
WEST VIRGINIA	-	-	-	-	-
WISCONSIN	57.22	13.74	10.26	12.17	6.61
WYOMING	66.67	0.00	0.00	0.00	33.33
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	40.00	20.00	20.00	20.00	0.00
U.S. & INSULAR AREAS	13.64	7.01	4.24	6.74	68.38
50 STATES, D.C. & P.R.	13.63	7.00	4.23	6.73	68.41

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	10	4	0	4	3	21
ALASKA	1	0	0	1	0	2
ARIZONA	2	4	0	4	0	10
ARKANSAS	5	2	0	0	0	7
CALIFORNIA	57	37	13	31	63	201
COLORADO	22	0	0	1	3	26
CONNECTICUT	15	7	0	1	2	25
DELAWARE	4	2	1	1	0	8
DISTRICT OF COLUMBIA	0	2	0	0	0	2
FLORIDA	114	16	2	8	3	143
GEORGIA	11	10	0	1	3	25
HAWAII	12	5	1	2	4	24
IDAHO	6	0	0	1	0	7
ILLINOIS	160	0	10	34	0	204
INDIANA	32	8	0	1	0	41
IOWA	28	0	1	3	7	39
KANSAS	12	0	3	0	2	17
KENTUCKY	17	1	0	2	1	21
LOUISIANA	7	7	2	4	4	24
MAINE	15	0	0	1	0	16
MARYLAND	17	0	0	18	12	47
MASSACHUSETTS	40	-	3	18	-	61
MICHIGAN	126	26	0	73	0	225
MINNESOTA	62	20	0	0	0	82
MISSISSIPPI	2	6	2	5	0	15
MISSOURI	36	8	2	24	8	78
MONTANA	2	0	0	0	0	2
NEBRASKA	29	0	0	0	0	29
NEVADA	5	1	0	1	0	7
NEW HAMPSHIRE	2	0	0	2	0	4
NEW JERSEY	65	0	0	4	7	76
NEW MEXICO	19	2	0	2	1	24
NEW YORK	81	18	1	17	0	117
NORTH CAROLINA	27	8	4	4	1	44
NORTH DAKOTA	6	0	0	0	1	7
OHIO	456	36	4	373	8	877
OKLAHOMA	6	0	0	0	2	8
OREGON	5	2	0	52	681	740
PENNSYLVANIA	9	3	2	0	6	20
PUERTO RICO	5	1	1	0	0	7
RHODE ISLAND	3	0	0	5	2	10
SOUTH CAROLINA	486	136	2	312	97	1,033
SOUTH DAKOTA	2	2	0	1	0	5
TENNESSEE	4	4	0	1	2	11
TEXAS	78	73	0	19	0	170
UTAH	43	0	1	82	30	156
VERMONT	3	0	0	1	0	4
VIRGINIA	21	3	0	4	0	28
WASHINGTON	23	0	0	18	0	41
WEST VIRGINIA	6	0	0	1	0	7
WISCONSIN	9	4	1	2	0	16
WYOMING	5	1	0	1	0	7
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	1	0	0	0	2
U.S. & INSULAR AREAS	2,214	460	56	1,140	953	4,823
50 STATES, D.C. & P.R.	2,213	459	56	1,140	953	4,821

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	47.62	19.05	0.00	19.05	14.29
ALASKA	50.00	0.00	0.00	50.00	0.00
ARIZONA	20.00	40.00	0.00	40.00	0.00
ARKANSAS	71.43	28.57	0.00	0.00	0.00
CALIFORNIA	28.36	18.41	6.47	15.42	31.34
COLORADO	84.62	0.00	0.00	3.85	11.54
CONNECTICUT	60.00	28.00	0.00	4.00	8.00
DELAWARE	50.00	25.00	12.50	12.50	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	79.72	11.19	1.40	5.59	2.10
GEORGIA	44.00	40.00	0.00	4.00	12.00
HAWAII	50.00	20.83	4.17	8.33	16.67
IDAHO	85.71	0.00	0.00	14.29	0.00
ILLINOIS	78.43	0.00	4.90	16.67	0.00
INDIANA	78.05	19.51	0.00	2.44	0.00
IOWA	71.79	0.00	2.56	7.69	17.95
KANSAS	70.59	0.00	17.65	0.00	11.76
KENTUCKY	80.95	4.76	0.00	9.52	4.76
LOUISIANA	29.17	29.17	8.33	16.67	16.67
MAINE	93.75	0.00	0.00	6.25	0.00
MARYLAND	36.17	0.00	0.00	38.30	25.53
MASSACHUSETTS	65.57	-	4.92	29.51	-
MICHIGAN	56.00	11.56	0.00	32.44	0.00
MINNESOTA	75.61	24.39	0.00	0.00	0.00
MISSISSIPPI	13.33	40.00	13.33	33.33	0.00
MISSOURI	46.15	10.26	2.56	30.77	10.26
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	71.43	14.29	0.00	14.29	0.00
NEW HAMPSHIRE	50.00	0.00	0.00	50.00	0.00
NEW JERSEY	85.53	0.00	0.00	5.26	9.21
NEW MEXICO	79.17	8.33	0.00	8.33	4.17
NEW YORK	69.23	15.38	0.85	14.53	0.00
NORTH CAROLINA	61.36	18.18	9.09	9.09	2.27
NORTH DAKOTA	85.71	0.00	0.00	0.00	14.29
OHIO	52.00	4.10	0.46	42.53	0.91
OKLAHOMA	75.00	0.00	0.00	0.00	25.00
OREGON	0.68	0.27	0.00	7.03	92.03
PENNSYLVANIA	45.00	15.00	10.00	0.00	30.00
PUERTO RICO	71.43	14.29	14.29	0.00	0.00
RHODE ISLAND	30.00	0.00	0.00	50.00	20.00
SOUTH CAROLINA	47.05	13.17	0.19	30.20	9.39
SOUTH DAKOTA	40.00	40.00	0.00	20.00	0.00
TENNESSEE	36.36	36.36	0.00	9.09	18.18
TEXAS	45.88	42.94	0.00	11.18	0.00
UTAH	27.56	0.00	0.64	52.56	19.23
VERMONT	75.00	0.00	0.00	25.00	0.00
VIRGINIA	75.00	10.71	0.00	14.29	0.00
WASHINGTON	56.10	0.00	0.00	43.90	0.00
WEST VIRGINIA	85.71	0.00	0.00	14.29	0.00
WISCONSIN	56.25	25.00	6.25	12.50	0.00
WYOMING	71.43	14.29	0.00	14.29	0.00
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	45.91	9.54	1.16	23.64	19.76
50 STATES, D.C. & P.R.	45.90	9.52	1.16	23.65	19.77

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	8	0	1	1	4	14
ALASKA	2	2	0	0	0	4
ARIZONA	39	1	0	23	15	78
ARKANSAS	7	0	12	3	0	22
CALIFORNIA	86	55	19	47	92	299
COLORADO	-	-	-	-	-	-
CONNECTICUT	80	12	4	4	8	108
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	2	1	0	4
FLORIDA	55	8	0	3	2	68
GEORGIA	9	2	0	3	0	14
HAWAII	6	6	1	2	4	19
IDAHO	6	0	0	0	0	6
ILLINOIS	44	0	2	35	0	81
INDIANA	18	5	1	0	2	26
IOWA	-	-	-	-	-	-
KANSAS	3	1	0	1	1	6
KENTUCKY	10	2	0	0	0	12
LOUISIANA	13	8	0	6	18	45
MAINE	18	0	0	12	7	37
MARYLAND	19	0	0	7	7	33
MASSACHUSETTS	52	-	4	24	-	80
MICHIGAN	0	0	0	0	0	0
MINNESOTA	48	11	1	4	5	69
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	24	0	0	8	10	42
MONTANA	4	14	0	0	0	18
NEBRASKA	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	6	4	0	6	1	17
NEW JERSEY	75	0	0	11	2	88
NEW MEXICO	4	1	0	1	0	6
NEW YORK	66	28	3	35	0	132
NORTH CAROLINA	28	6	5	5	3	47
NORTH DAKOTA	0	1	0	0	0	1
OHIO	-	-	-	-	-	-
OKLAHOMA	0	0	0	0	1	1
OREGON	7	1	0	1	181	190
PENNSYLVANIA	-	-	-	-	-	-
PUERTO RICO	6	1	3	2	0	12
RHODE ISLAND	10	0	0	6	9	25
SOUTH CAROLINA	1	2	4	0	0	7
SOUTH DAKOTA	8	9	1	0	3	21
TENNESSEE	2	2	0	9	22	35
TEXAS	184	179	0	91	0	454
UTAH	7	0	0	3	1	11
VERMONT	2	0	0	1	0	3
VIRGINIA	4	11	1	3	0	19
WASHINGTON	24	6	0	7	7	44
WEST VIRGINIA	3	0	0	0	0	3
WISCONSIN	1	0	1	2	0	4
WYOMING	8	0	0	0	1	9
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	0	0	0	1	3
U.S. & INSULAR AREAS	999	379	65	367	407	2,217
50 STATES, D.C. & P.R.	997	379	65	367	406	2,214

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	57.14	0.00	7.14	7.14	28.57
ALASKA	50.00	50.00	0.00	0.00	0.00
ARIZONA	50.00	1.28	0.00	29.49	19.23
ARKANSAS	31.82	0.00	54.55	13.64	0.00
CALIFORNIA	28.76	18.39	6.35	15.72	30.77
COLORADO	-	-	-	-	-
CONNECTICUT	74.07	11.11	3.70	3.70	7.41
DELAWARE	-	-	-	-	-
DISTRICT OF COLUMBIA	0.00	25.00	50.00	25.00	0.00
FLORIDA	80.88	11.76	0.00	4.41	2.94
GEORGIA	64.29	14.29	0.00	21.43	0.00
HAWAII	31.58	31.58	5.26	10.53	21.05
IDAHO	100.00	0.00	0.00	0.00	0.00
ILLINOIS	54.32	0.00	2.47	43.21	0.00
INDIANA	69.23	19.23	3.85	0.00	7.69
IOWA	-	-	-	-	-
KANSAS	50.00	16.67	0.00	16.67	16.67
KENTUCKY	83.33	16.67	0.00	0.00	0.00
LOUISIANA	28.89	17.78	0.00	13.33	40.00
MAINE	48.65	0.00	0.00	32.43	18.92
MARYLAND	57.58	0.00	0.00	21.21	21.21
MASSACHUSETTS	65.00	-	5.00	30.00	-
MICHIGAN	-	-	-	-	-
MINNESOTA	69.57	15.94	1.45	5.80	7.25
MISSISSIPPI	-	-	-	-	-
MISSOURI	57.14	0.00	0.00	19.05	23.81
MONTANA	22.22	77.78	0.00	0.00	0.00
NEBRASKA	-	-	-	-	-
NEVADA	-	-	-	-	-
NEW HAMPSHIRE	35.29	23.53	0.00	35.29	5.88
NEW JERSEY	85.23	0.00	0.00	12.50	2.27
NEW MEXICO	66.67	16.67	0.00	16.67	0.00
NEW YORK	50.00	21.21	2.27	26.52	0.00
NORTH CAROLINA	59.57	12.77	10.64	10.64	6.38
NORTH DAKOTA	0.00	100.00	0.00	0.00	0.00
OHIO	-	-	-	-	-
OKLAHOMA	0.00	0.00	0.00	0.00	100.00
OREGON	3.68	0.53	0.00	0.53	95.26
PENNSYLVANIA	-	-	-	-	-
PUERTO RICO	50.00	8.33	25.00	16.67	0.00
RHODE ISLAND	40.00	0.00	0.00	24.00	36.00
SOUTH CAROLINA	14.29	28.57	57.14	0.00	0.00
SOUTH DAKOTA	38.10	42.86	4.76	0.00	14.29
TENNESSEE	5.71	5.71	0.00	25.71	62.86
TEXAS	40.53	39.43	0.00	20.04	0.00
UTAH	63.64	0.00	0.00	27.27	9.09
VERMONT	66.67	0.00	0.00	33.33	0.00
VIRGINIA	21.05	57.89	5.26	15.79	0.00
WASHINGTON	54.55	13.64	0.00	15.91	15.91
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	25.00	0.00	25.00	50.00	0.00
WYOMING	88.89	0.00	0.00	0.00	11.11
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	66.67	0.00	0.00	0.00	33.33
U.S. & INSULAR AREAS	45.06	17.10	2.93	16.55	18.36
50 STATES, D.C. & P.R.	45.03	17.12	2.94	16.58	18.34

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

VISUALLY HANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	8	1	1	0	3	13
ALASKA	0	0	0	0	6	6
ARIZONA	10	0	1	2	1	14
ARKANSAS	9	3	0	1	0	13
CALIFORNIA	14	9	3	7	16	49
COLORADO	13	0	0	2	1	16
CONNECTICUT	45	7	1	0	1	54
DELAWARE	2	0	0	0	0	2
DISTRICT OF COLUMBIA	1	0	0	0	0	1
FLORIDA	56	4	0	1	4	65
GEORGIA	13	5	1	4	1	24
HAWAII	7	0	1	0	0	8
IDAHO	5	0	0	0	0	5
ILLINOIS	45	1	3	14	0	63
INDIANA	34	7	0	5	2	48
IOWA	13	4	0	1	4	22
KANSAS	10	1	0	0	0	11
KENTUCKY	10	3	1	5	0	19
LOUISIANA	11	14	0	2	4	31
MAINE	7	1	2	0	0	10
MARYLAND	19	0	0	9	52	80
MASSACHUSETTS	21	-	2	9	-	32
MICHIGAN	54	4	0	9	0	67
MINNESOTA	27	3	0	2	0	32
MISSISSIPPI	2	2	0	0	0	4
MISSOURI	26	0	0	4	4	34
MONTANA	3	0	0	0	0	3
NEBRASKA	10	0	0	0	0	10
NEVADA	2	0	0	0	0	2
NEW HAMPSHIRE	3	2	0	0	0	5
NEW JERSEY	19	0	0	5	0	24
NEW MEXICO	9	1	0	0	1	11
NEW YORK	39	4	4	10	0	57
NORTH CAROLINA	30	1	0	2	0	33
NORTH DAKOTA	2	0	0	0	0	2
OHIO	36	12	0	16	0	64
OKLAHOMA	7	0	0	2	0	9
OREGON	3	0	0	0	9	12
PENNSYLVANIA	18	8	0	3	19	48
PUERTO RICO	6	2	3	8	0	19
RHODE ISLAND	2	0	1	0	2	5
SOUTH CAROLINA	14	0	3	0	0	17
SOUTH DAKOTA	1	3	1	1	0	6
TENNESSEE	2	3	0	2	0	7
TEXAS	49	21	0	10	0	80
UTAH	7	0	0	2	0	9
VERMONT	2	0	0	2	0	4
VIRGINIA	23	6	0	8	0	37
WASHINGTON	3	0	0	0	2	5
WEST VIRGINIA	14	0	0	2	1	17
WISCONSIN	13	0	0	1	1	15
WYOMING	3	1	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	782	133	28	151	134	1,228
50 STATES, D.C. & P.R.	782	133	28	151	134	1,228

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

VISUALLY HANDICAPPED

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	61.54	7.69	7.69	0.00	23.08
ALASKA	0.00	0.00	0.00	0.00	100.00
ARIZONA	71.43	0.00	7.14	14.29	7.14
ARKANSAS	69.23	23.08	0.00	7.69	0.00
CALIFORNIA	28.57	18.37	6.12	14.29	32.65
COLORADO	81.25	0.00	0.00	12.50	6.25
CONNECTICUT	83.33	12.96	1.85	0.00	1.85
DELAWARE	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	86.15	6.15	0.00	1.54	6.15
GEORGIA	54.17	20.83	4.17	16.67	4.17
HAWAII	87.50	0.00	12.50	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00
ILLINOIS	71.43	1.59	4.76	22.22	0.00
INDIANA	70.83	14.58	0.00	10.42	4.17
IOWA	59.09	18.18	0.00	4.55	18.18
KANSAS	90.91	9.09	0.00	0.00	0.00
KENTUCKY	52.63	15.79	5.26	26.32	0.00
LOUISIANA	35.48	45.16	0.00	6.45	12.90
MAINE	70.00	10.00	20.00	0.00	0.00
MARYLAND	23.75	0.00	0.00	11.25	65.00
MASSACHUSETTS	65.62	-	6.25	28.12	-
MICHIGAN	80.60	5.97	0.00	13.43	0.00
MINNESOTA	84.37	9.38	0.00	6.25	0.00
MISSISSIPPI	50.00	50.00	0.00	0.00	0.00
MISSOURI	76.47	0.00	0.00	11.76	11.76
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.00	40.00	0.00	0.00	0.00
NEW JERSEY	79.17	0.00	0.00	20.83	0.00
NEW MEXICO	81.82	9.09	0.00	0.00	9.09
NEW YORK	68.42	7.02	7.02	17.54	0.00
NORTH CAROLINA	90.91	3.03	0.00	6.06	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	56.25	18.75	0.00	25.00	0.00
OKLAHOMA	77.78	0.00	0.00	22.22	0.00
OREGON	25.00	0.00	0.00	0.00	75.00
PENNSYLVANIA	37.50	16.67	0.00	6.25	39.58
PUERTO RICO	31.58	10.53	15.79	42.11	0.00
RHODE ISLAND	40.00	0.00	20.00	0.00	40.00
SOUTH CAROLINA	82.35	0.00	17.65	0.00	0.00
SOUTH DAKOTA	16.67	50.00	16.67	16.67	0.00
TENNESSEE	28.57	42.86	0.00	28.57	0.00
TEXAS	61.25	26.25	0.00	12.50	0.00
UTAH	77.78	0.00	0.00	22.22	0.00
VERMONT	50.00	0.00	0.00	50.00	0.00
VIRGINIA	62.16	16.22	0.00	21.62	0.00
WASHINGTON	60.00	0.00	0.00	0.00	40.00
WEST VIRGINIA	82.35	0.00	0.00	11.76	5.88
WISCONSIN	86.67	0.00	0.00	6.67	6.67
WYOMING	75.00	25.00	0.00	0.00	0.00
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. & INSULAR AREAS	63.68	10.83	2.28	12.30	10.91
50 STATES, D.C. & P.R.	63.68	10.83	2.28	12.30	10.91

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

DEAF-BLIND

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	13	0	0	0	0	13
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	9	5	2	5	9	30
COLORADO	0	1	3	0	0	4
CONNECTICUT	0	2	1	0	0	3
DELAWARE	0	0	1	0	0	1
DISTRICT OF COLUMBIA	0	14	0	0	0	14
FLORIDA	3	10	0	0	0	13
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	10	0	0	10
INDIANA	66	5	5	0	0	76
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	2	0	0	2	0	4
LOUISIANA	0	1	0	0	0	1
MAINE	0	0	0	0	0	0
MARYLAND	0	0	2	0	2	4
MASSACHUSETTS	3	-	0	2	-	5
MICHIGAN	-	-	-	-	-	-
MINNESOTA	0	2	1	0	0	3
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	6	4	0	2	4	16
MONTANA	0	0	0	0	0	0
NEBRASKA	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	0	0	2	0	0	2
NEW YORK	2	5	2	1	0	10
NORTH CAROLINA	0	1	0	0	0	1
NORTH DAKOTA	3	0	0	0	0	3
OHIO	0	0	0	0	0	0
OKLAHOMA	1	0	0	0	0	1
OREGON	0	0	0	0	3	3
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	0	1	1	0	0	2
RHODE ISLAND	0	0	1	0	0	1
SOUTH CAROLINA	-	-	-	-	-	-
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0
TEXAS	0	5	0	0	0	5
UTAH	0	0	2	0	0	2
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0
WASHINGTON	0	0	1	1	1	3
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	108	57	34	13	19	231
50 STATES, D.C. & P.R.	108	57	34	13	19	231

DATA AS OF OCTOBER 1, 1988.

(T8A187)

TABLE AD1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1986-1987
BY BASIS OF EXIT

DEAF-BLIND

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	100.00	0.00	0.00	0.00	0.00
ALASKA	-	-	-	-	-
ARIZONA	-	-	-	-	-
ARKANSAS	-	-	-	-	-
CALIFORNIA	30.00	16.67	6.67	16.67	30.00
COLORADO	0.00	25.00	75.00	0.00	0.00
CONNECTICUT	0.00	66.67	33.33	0.00	0.00
DELAWARE	0.00	0.00	100.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	23.08	76.92	0.00	0.00	0.00
GEORGIA	-	-	-	-	-
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	-	-	-	-	-
ILLINOIS	0.00	0.00	100.00	0.00	0.00
INDIANA	86.84	6.58	6.58	0.00	0.00
IOWA	-	-	-	-	-
KANSAS	-	-	-	-	-
KENTUCKY	50.00	0.00	0.00	50.00	0.00
LOUISIANA	0.00	100.00	0.00	0.00	0.00
MAINE	-	-	-	-	-
MARYLAND	0.00	0.00	50.00	0.00	50.00
MASSACHUSETTS	60.00	-	0.00	40.00	-
MICHIGAN	-	-	-	-	-
MINNESOTA	0.00	66.67	33.33	0.00	0.00
MISSISSIPPI	-	-	-	-	-
MISSOURI	37.50	25.00	0.00	12.50	25.00
MONTANA	-	-	-	-	-
NEBRASKA	-	-	-	-	-
NEVADA	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-
NEW JERSEY	-	-	-	-	-
NEW MEXICO	0.00	0.00	100.00	0.00	0.00
NEW YORK	20.00	50.00	20.00	10.00	0.00
NORTH CAROLINA	0.00	100.00	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	-	-	-	-	-
OKLAHOMA	100.00	0.00	0.00	0.00	0.00
OREGON	0.00	0.00	0.00	0.00	100.00
PENNSYLVANIA	-	-	-	-	-
PUERTO RICO	0.00	50.00	50.00	0.00	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00
SOUTH CAROLINA	-	-	-	-	-
SOUTH DAKOTA	-	-	-	-	-
TENNESSEE	-	-	-	-	-
TEXAS	0.00	100.00	0.00	0.00	0.00
UTAH	0.00	0.00	100.00	0.00	0.00
VERMONT	-	-	-	-	-
VIRGINIA	-	-	-	-	-
WASHINGTON	0.00	0.00	33.33	33.33	33.33
WEST VIRGINIA	-	-	-	-	-
WISCONSIN	-	-	-	-	-
WYOMING	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. & INSULAR AREAS	46.75	24.08	14.72	5.63	8.23
50 STATES, D.C. & P.R.	46.75	24.08	14.72	5.63	8.23

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY BASIS OF EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1988.

(SMACLIB:REPMBA3)

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL
SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1986-87 SCHOOL YEAR

ALL CONDITIONS

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	1,501	6.57	347	1.52	104	0.46	12,631	55.27	8,270	36.19	22,853	100.00
17	16,910	42.05	2,125	5.28	121	0.30	13,503	33.58	7,554	18.78	40,213	100.00
18	43,144	62.64	7,288	10.58	134	0.19	12,382	17.98	5,929	8.61	68,877	100.00
19	22,308	57.21	5,803	14.88	278	0.71	7,217	18.51	3,390	8.69	38,996	100.00
20	5,637	40.01	3,317	23.54	851	6.04	2,731	19.38	1,554	11.03	14,090	100.00
21	6,710	27.49	8,475	34.72	3,863	15.82	4,107	16.82	1,258	5.15	24,413	100.00
16-21	96,210	45.94	27,355	13.06	5,351	2.55	52,571	25.10	27,955	13.35	209,442	100.00

LEARNING DISABLED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	983	10.29	149	1.56	26	0.27	5,861	61.33	2,537	26.55	9,556	100.00
17	10,119	51.76	822	4.20	25	0.13	6,320	32.33	2,263	11.58	19,549	100.00
18	24,632	69.39	2,902	8.18	32	0.09	6,248	17.60	1,682	4.74	35,496	100.00
19	11,779	64.77	1,939	10.66	57	0.31	3,574	19.65	836	4.60	18,185	100.00
20	2,393	50.00	644	13.46	47	0.98	1,276	26.66	426	8.90	4,786	100.00
21	3,807	34.89	3,560	32.62	825	7.56	2,449	22.44	271	2.48	10,912	100.00
16-21	53,713	54.54	10,016	10.17	1,012	1.03	25,728	26.12	8,015	8.14	98,484	100.00

SPEECH IMPAIRED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	90	8.32	29	2.68	14	1.29	533	49.26	416	38.45	1,082	100.00
17	791	43.80	103	5.70	0	0.00	436	24.14	476	26.36	1,806	100.00
18	2,892	71.82	351	8.72	0	0.00	383	9.51	401	9.96	4,027	100.00
19	961	54.95	195	11.15	3	0.17	369	21.10	221	12.64	1,749	100.00
20	117	26.41	60	13.54	2	0.45	84	18.96	180	40.63	443	100.00
21	116	10.43	168	15.11	243	21.85	124	11.15	461	41.46	1,112	100.00
16-21	4,967	48.61	906	8.87	262	2.56	1,929	18.88	2,155	21.09	10,219	100.00

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(H1X14))

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL
SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1986-87 SCHOOL YEAR

MENTALLY RETARDED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	120	3.24	86	2.32	13	0.35	2,396	64.72	1,087	29.36	3,702	100.00
17	1,908	29.19	826	12.64	50	0.76	2,562	39.19	1,191	18.22	6,537	100.00
18	8,127	53.91	3,188	21.15	77	0.51	2,346	15.56	1,336	8.86	15,074	100.00
19	5,807	50.84	2,997	26.24	121	1.06	1,530	13.39	968	8.47	11,423	100.00
20	1,818	34.10	1,856	34.82	477	8.95	706	13.24	474	8.89	5,331	100.00
21	1,324	17.89	3,127	42.25	2,049	27.68	674	9.11	228	3.08	7,402	100.00
16-21	19,104	38.62	12,080	24.42	2,787	5.63	10,214	20.65	5,284	10.68	49,469	100.00

EMOTIONALLY DISTURBED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	235	4.70	72	1.44	19	0.38	3,340	66.81	1,333	26.67	4,999	100.00
17	2,868	37.25	244	3.17	41	0.53	3,479	45.19	1,067	13.86	7,699	100.00
18	4,389	54.03	439	5.40	21	0.26	2,679	32.98	596	7.34	8,124	100.00
19	2,035	49.11	333	8.04	63	1.52	1,370	33.06	343	8.28	4,144	100.00
20	521	34.73	163	10.87	197	13.13	473	31.53	146	9.73	1,500	100.00
21	489	24.65	506	25.50	253	12.75	601	30.29	135	6.80	1,984	100.00
16-21	10,537	37.04	1,757	6.18	594	2.09	11,942	41.98	3,620	12.72	28,450	100.00

HARD OF HEARING & DEAF

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	21	12.28	0	0.00	6	3.51	68	39.77	76	44.44	171	100.00
17	252	57.14	33	7.48	0	0.00	81	18.37	75	17.01	441	100.00
18	954	79.04	87	7.21	2	0.17	101	8.37	63	5.22	1,207	100.00
19	667	74.69	96	10.75	10	1.12	77	8.62	43	4.82	893	100.00
20	231	37.93	321	52.71	10	1.64	28	4.60	19	3.12	609	100.00
21	251	37.69	306	45.95	47	7.06	36	5.41	26	3.90	666	100.00
16-21	2,376	59.59	843	21.14	75	1.88	391	9.81	302	7.57	3,987	100.00

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(H1X14))

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL
SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1986-87 SCHOOL YEAR

MULTIHANDICAPPED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	13	0.53	1	0.04	10	0.41	83	3.40	2,336	95.62	2,443	100.00
17	150	6.20	22	0.91	4	0.17	163	6.74	2,080	85.99	2,419	100.00
18	375	16.96	77	3.48	0	0.00	177	8.01	1,582	71.55	2,211	100.00
19	304	22.75	72	5.39	16	1.20	122	9.13	822	61.53	1,336	100.00
20	301	35.45	163	19.20	87	10.25	91	10.72	207	24.38	849	100.00
21	267	24.81	389	36.15	321	29.83	60	5.58	39	3.62	1,076	100.00
16-21	1,410	13.64	724	7.01	438	4.24	696	6.74	7,066	68.38	10,334	100.00

ORTHOPEDICALLY IMPAIRED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	14	2.33	3	0.50	0	0.00	242	40.33	341	56.83	600	100.00
17	489	42.48	39	3.39	0	0.00	350	30.41	273	23.72	1,151	100.00
18	947	60.17	144	9.15	1	0.06	311	19.76	171	10.86	1,574	100.00
19	429	57.35	96	12.83	8	1.07	130	17.38	85	11.36	748	100.00
20	161	47.92	58	17.26	12	3.57	55	16.37	50	14.88	336	100.00
21	174	42.03	120	28.99	35	8.45	52	12.56	33	7.97	414	100.00
16-21	2,214	45.91	460	9.54	56	1.16	1,140	23.64	953	19.76	4,823	100.00

OTHER HEALTH IMPAIRED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	19	8.60	7	3.17	14	6.33	76	34.39	105	47.51	221	100.00
17	171	43.62	31	7.91	1	0.26	86	21.94	103	26.28	392	100.00
18	397	66.39	61	10.20	1	0.17	72	12.04	67	11.20	598	100.00
19	153	54.26	45	15.96	0	0.00	30	10.64	54	19.15	282	100.00
20	55	42.31	23	17.69	4	3.08	11	8.46	37	28.46	130	100.00
21	204	34.34	212	35.69	45	7.58	92	15.49	41	6.90	594	100.00
16-21	999	45.06	379	17.10	65	2.93	367	16.55	407	18.36	2,217	100.00

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(H1X14))

TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENT OF HANDICAPPED STUDENTS EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1986-87 SCHOOL YEAR

VISUALLY HANDICAPPED

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	6	8.82	0	0.00	2	2.94	28	41.18	32	47.06	68	100.00
17	145	75.52	4	2.08	0	0.00	21	10.94	22	11.46	192	100.00
18	356	75.42	29	6.14	0	0.00	63	13.35	24	5.08	472	100.00
19	161	73.52	27	12.33	0	0.00	14	6.39	17	7.76	219	100.00
20	40	43.01	28	30.11	4	4.30	6	6.45	15	16.13	93	100.00
21	74	40.22	45	24.46	22	11.96	19	10.33	24	13.04	184	100.00
16-21	782	63.68	133	10.83	28	2.28	151	12.30	134	10.91	1,228	100.00

DEAF-BLIND

	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	0	0.00	0	0.00	0	0.00	4	36.36	7	63.64	11	100.00
17	17	62.96	1	3.70	0	0.00	5	18.52	4	14.81	27	100.00
18	75	79.79	10	10.64	0	0.00	2	2.13	7	7.45	94	100.00
19	12	70.59	3	17.65	0	0.00	1	5.88	1	5.88	17	100.00
20	0	0.00	1	7.69	11	84.62	1	7.69	0	0.00	13	100.00
21	4	5.80	42	60.87	23	33.33	0	0.00	0	0.00	69	100.00
16-21	108	46.75	57	24.68	34	14.72	13	5.63	19	8.23	231	100.00

DATA AS OF OCTOBER 1, 1988.

(SMACLIB(H1X14))

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING/ GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,542	663	31	13	16	94	288	283	288	111	2,240
ALASKA	101	34	3	17	0	2	17	21	24	10	164
ARIZONA	798	169	26	18	16	130	371	119	143	73	777
ARKANSAS	574	133	30	25	50	33	211	141	105	185	928
CALIFORNIA	2,081	1,338	594	210	132	453	617	1,318	1,389	758	2,858
COLORADO	537	64	8	7	9	244	103	102	199	67	731
CONNECTICUT	157	49	22	6	8	149	146	34	17	56	309
DELAWARE	347	61	9	7	1	7	66	61	31	2	390
DISTRICT OF COLUMBIA	74	47	0	1	0	4	23	59	41	17	98
FLORIDA	4,280	1,348	569	237	419	870	1,243	1,068	1,256	397	4,367
GEORGIA	1,272	375	43	38	23	156	407	407	350	70	1,673
HAWAII	474	399	427	69	348	237	313	409	178	34	474
IDAHO	220	77	23	8	16	30	64	106	82	48	333
ILLINOIS	2,447	1,106	15	73	19	129	1,814	284	1,577	220	2,504
INDIANA	1,844	852	175	14	105	286	576	587	583	296	2,276
IOWA	704	198	42	39	41	111	202	236	299	186	951
KANSAS	422	139	32	15	6	77	118	177	91	62	748
KENTUCKY	904	518	206	24	35	173	311	344	238	93	1,295
LOUISIANA	1,338	538	77	73	53	231	439	216	257	298	1,572
MAINE	1,113	211	58	73	-	61	286	481	-	147	1,619
MARYLAND	2,211	759	677	103	185	856	1,956	895	1,250	439	2,685
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	3,604	1,072	225	110	91	1,486	1,918	736	2,292	1,003	4,874
MINNESOTA	2,784	387	234	13	11	269	214	766	94	103	2,005
MISSISSIPPI	1,014	361	8	15	120	115	228	178	203	37	1,339
MISSOURI	1,436	562	254	178	306	158	436	648	326	128	2,060
MONTANA	251	83	14	15	3	13	38	67	53	22	257
NEBRASKA	1,060	122	78	38	23	19	265	1,041	187	112	1,408
NEVADA	38	32	3	7	15	7	18	29	25	19	127
NEW HAMPSHIRE	24	7	1	2	0	0	6	25	4	5	39
NEW JERSEY	3,937	607	225	79	157	455	888	800	784	213	3,777
NEW MEXICO	466	121	28	15	26	72	79	110	65	51	526
NEW YORK	5,828	385	2,223	451	1,507	1,905	5,787	5,913	1,631	2,331	6,859
NORTH CAROLINA	2,139	614	72	72	80	177	658	643	325	135	2,193
NORTH DAKOTA	64	16	12	1	12	23	26	40	22	30	46
OHIO	3,753	1,702	307	114	155	240	671	1,392	646	495	4,582
OKLAHOMA	243	84	18	28	35	115	95	138	123	44	266
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	2,824	137	478	22	17	98	90	97	118	178	2,779
PUERTO RICO	175	108	0	0	2	21	28	21	2	3	120
RHODE ISLAND	17	0	0	0	0	1	3	1	0	5	30
SOUTH CAROLINA	1,749	568	96	48	38	181	457	831	382	129	2,039
SOUTH DAKOTA	131	20	11	1	14	113	40	48	0	31	93
TENNESSEE	60	0	0	0	0	3	16	1	19	0	65
TEXAS	4,865	2,001	665	160	565	620	1,555	1,420	2,090	2,581	4,115
UTAH	803	123	14	5	8	78	139	80	102	42	865
VERMONT	14	0	0	0	0	1	1	11	1	1	41
VIRGINIA	1,587	391	118	39	60	322	403	377	310	100	1,808
WASHINGTON	281	237	40	19	3	21	97	120	218	35	1,103
WEST VIRGINIA	635	177	17	9	18	120	174	178	138	55	870
WISCONSIN	1,098	572	57	36	39	160	196	382	612	92	1,660
WYOMING	149	25	6	5	8	29	12	33	12	15	140
AMERICAN SAMOA	2	0	0	0	0	0	0	0	0	0	13
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	160	35	0	0	0	26	44	37	30	10	138
U.S. & INSULAR AREAS	64,631	19,627	8,269	2,550	4,795	11,181	24,153	23,511	19,212	11,574	75,229
50 STATES, D.C. & P.R.	64,469	19,592	8,269	2,550	4,795	11,155	24,109	23,474	19,182	11,564	75,078

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,054	1,770	591	1,909	66	11,027	1,283
ALASKA	100	250	51	164	0	966	193
ARIZONA	374	590	237	526	51	4,418	684
ARKANSAS	386	575	216	449	164	4,205	404
CALIFORNIA	1,360	2,191	894	2,348	1,514	20,063	12,479
COLORADO	236	441	125	465	435	3,773	1,121
CONNECTICUT	16	360	0	184	63	1,576	0
DELAWARE	279	321	213	264	26	2,085	27
DISTRICT OF COLUMBIA	65	67	76	123	46	741	9
FLORIDA	2,384	3,829	1,657	3,406	1,321	28,631	849
GEORGIA	694	1,225	505	1,179	327	8,744	1,478
HAWAII	474	467	414	474	59	5,250	0
IDAHO	182	259	120	274	13	1,855	76
ILLINOIS	1,346	5,344	326	2,959	303	20,466	4,441
INDIANA	1,110	1,665	615	2,319	0	13,303	911
IOWA	575	701	289	620	149	5,343	641
KANSAS	336	626	225	409	31	3,514	624
KENTUCKY	760	1,010	581	797	61	7,350	177
LOUISIANA	472	1,152	387	936	152	8,191	1,069
MAINE	–	370	696	–	545	5,660	1,550
MARYLAND	2,154	2,459	2,217	1,649	0	20,495	381
MASSACHUSETTS	–	–	–	–	–	–	–
MICHIGAN	4,043	4,814	2,815	–	0	29,083	2,596
MINNESOTA	1,657	1,205	594	1,075	15	11,426	0
MISSISSIPPI	468	977	304	723	40	6,130	182
MISSOURI	1,160	1,664	1,276	1,362	136	12,090	1,008
MONTANA	125	208	66	152	20	1,387	32
NEBRASKA	1,397	1,322	890	989	0	8,951	33
NEVADA	76	127	57	54	6	640	21
NEW HAMPSHIRE	18	28	17	18	6	200	890
NEW JERSEY	1,993	3,730	1,176	2,965	918	22,704	2,408
NEW MEXICO	238	452	118	491	43	2,899	448
NEW YORK	162	6,474	162	7,878	0	49,496	5,713
NORTH CAROLINA	1,542	1,966	700	1,840	97	13,253	703
NORTH DAKOTA	60	37	29	45	9	472	0
OHIO	1,202	4,821	1,190	2,067	715	24,652	1,842
OKLAHOMA	–	843	165	394	381	2,970	801
OREGON	–	–	–	–	–	–	–
PENNSYLVANIA	642	2,635	1,601	2,725	1,013	15,454	9,778
PUERTO RICO	70	96	31	62	68	807	46
RHODE ISLAND	5	32	3	4	0	101	1,383
SOUTH CAROLINA	642	1,238	545	1,569	0	10,512	293
SOUTH DAKOTA	93	240	0	0	157	992	447
TENNESSEE	23	48	15	41	0	291	843
TEXAS	2,380	3,660	2,060	7,065	0	35,802	3,631
UTAH	421	587	221	423	19	3,930	205
VERMONT	8	6	33	6	288	411	98
VIRGINIA	837	1,522	608	1,315	65	9,862	1,174
WASHINGTON	239	229	216	278	0	3,136	0
WEST VIRGINIA	553	713	394	739	62	4,852	303
WISCONSIN	668	1,273	366	1,015	149	8,375	1,182
WYOMING	88	148	56	112	3	841	76
AMERICAN SAMOA	1	1	1	13	0	31	1
GUAM	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	83	183	46	114	2	828	68
U.S. & INSULAR AREAS	35,247	66,879	26,190	57,648	9,538	460,234	64,602
50 STATES, D.C. & P.R.	35,163	66,775	26,143	57,521	9,536	459,375	64,533

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	351	74	0	0	3	3	6	42	5	0	644
ALASKA	75	16	0	15	0	0	4	4	0	0	137
ARIZONA	375	36	1	0	6	43	68	9	25	16	360
ARKANSAS	216	25	0	0	41	6	101	51	12	65	394
CALIFORNIA	1,249	274	74	106	35	120	220	248	259	74	1,860
COLORADO	150	0	1	0	3	40	13	9	22	3	230
CONNECTICUT	8	1	0	0	0	16	6	5	3	0	145
DELAWARE	135	5	0	0	0	1	18	5	0	0	196
DISTRICT OF COLUMBIA	43	1	0	0	0	0	2	18	0	0	43
FLORIDA	1,751	65	2	0	235	63	153	63	144	9	1,724
GEORGIA	281	22	1	0	3	15	32	33	33	1	378
HAWAII	225	174	225	0	225	77	152	225	37	0	225
IDAHO	105	9	10	1	4	11	22	44	13	7	172
ILLINOIS	355	24	0	1	3	13	81	7	8	5	319
INDIANA	466	50	10	0	17	20	43	46	33	4	600
IOWA	240	17	2	3	8	18	53	25	58	4	342
KANSAS	152	9	0	0	0	8	14	5	6	3	294
KENTUCKY	320	51	135	0	16	77	117	116	31	4	477
LOUISIANA	479	113	1	0	19	87	105	32	39	4	666
MAINE	327	18	4	3	-	8	60	92	-	10	651
MARYLAND	590	74	74	0	89	74	517	148	74	0	1,180
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	1,575	53	32	0	48	183	632	114	504	0	2,504
MINNESOTA	1,700	0	30	0	0	0	0	100	0	0	873
MISSISSIPPI	457	111	1	0	42	37	71	54	58	12	679
MISSOURI	608	54	4	4	238	16	70	26	64	10	892
MONTANA	145	18	3	1	2	1	7	24	9	1	156
NEBRASKA	550	0	18	0	12	0	47	692	1	4	937
NEVADA	21	6	0	0	5	3	6	4	11	3	75
NEW HAMPSHIRE	7	0	0	0	0	0	2	5	2	0	16
NEW JERSEY	1,888	178	36	3	62	91	308	260	275	80	2,050
NEW MEXICO	203	34	2	0	3	18	20	23	6	1	245
NEW YORK	4,178	0	1,671	0	826	0	0	0	0	0	2,526
NORTH CAROLINA	847	88	0	0	14	7	104	98	60	0	710
NORTH DAKOTA	14	0	0	0	7	6	3	2	0	1	23
OHIO	1,120	190	123	0	67	52	236	133	82	64	1,396
OKLAHOMA	61	8	0	1	22	48	21	34	20	5	113
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	1,227	23	1	1	2	10	18	9	2	10	1,210
PUERTO RICO	16	9	0	0	0	2	0	0	1	0	10
RHODE ISLAND	10	0	0	0	0	0	1	0	0	0	17
SOUTH CAROLINA	28	15	10	0	0	10	15	15	9	2	33
SOUTH DAKOTA	56	3	1	0	3	21	11	13	0	1	57
TENNESSEE	34	0	0	0	0	0	10	0	13	0	39
TEXAS	3,000	75	0	0	500	0	80	100	500	200	2,500
UTAH	245	12	1	0	3	13	44	1	20	0	236
VERMONT	2	0	0	0	0	0	0	0	0	0	9
VIRGINIA	561	41	6	1	11	29	51	36	43	6	635
WASHINGTON	0	0	0	0	0	0	0	0	0	0	761
WEST VIRGINIA	277	22	0	3	0	53	57	32	15	1	358
WISCONSIN	391	135	3	0	16	22	26	32	42	2	659
WYOMING	81	1	2	0	2	6	0	1	4	2	70
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	99	20	0	0	0	3	30	26	17	0	96
U.S. & INSULAR AREAS	27,374	2,154	2,484	143	2,592	1,331	3,657	3,061	2,560	614	30,922
50 STATES, D.C. & P.R.	27,275	2,134	2,484	143	2,592	1,328	3,627	3,035	2,543	614	30,826

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	241	521	60	544	32	2,526	486
ALASKA	87	224	37	144	0	743	164
ARIZONA	181	315	105	271	31	1,842	491
ARKANSAS	150	270	110	183	79	1,711	266
CALIFORNIA	454	1,293	465	992	632	8,355	6,317
COLORADO	57	139	26	138	100	1,011	685
CONNECTICUT	0	140	0	74	5	403	0
DELAWARE	113	151	71	105	6	806	19
DISTRICT OF COLUMBIA	25	8	17	39	0	196	9
FLORIDA	563	1,436	606	960	579	8,353	603
GEORGIA	104	294	78	255	120	1,650	728
HAWAII	225	225	178	225	0	2,418	0
IDAHO	86	130	40	131	5	790	51
ILLINOIS	160	1,559	41	410	119	3,105	2,301
INDIANA	165	508	49	768	0	2,779	505
IOWA	199	237	81	231	67	1,585	430
KANSAS	118	270	74	141	23	1,117	466
KENTUCKY	249	432	240	298	0	2,563	52
LOUISIANA	149	497	80	341	41	2,653	739
MAINE	-	170	297	-	269	1,909	947
MARYLAND	730	730	664	221	0	5,181	295
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	2,099	2,502	1,406	-	-	11,652	1,661
MINNESOTA	873	432	100	100	0	4,288	0
MISSISSIPPI	191	532	140	338	12	2,735	163
MISSOURI	338	504	574	464	16	3,882	582
MONTANA	37	122	22	90	6	644	18
NEBRASKA	894	906	584	170	0	4,815	3
NEVADA	35	89	39	12	0	309	13
NEW HAMPSHIRE	5	9	6	7	2	61	596
NEW JERSEY	875	2,222	490	1,456	438	10,712	2,045
NEW MEXICO	60	186	40	169	16	1,026	352
NEW YORK	0	1,360	0	3,887	0	14,448	5,503
NORTH CAROLINA	531	609	326	526	0	3,920	529
NORTH DAKOTA	26	15	11	29	0	137	0
OHIO	331	1,352	300	1,286	52	6,784	1,160
OKLAHOMA	-	394	63	163	155	1,108	577
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	18	1,187	1,151	1,188	326	6,383	2,252
PUERTO RICO	2	15	5	0	8	68	6
RHODE ISLAND	2	26	3	1	0	60	1,036
SOUTH CAROLINA	18	19	7	25	0	206	0
SOUTH DAKOTA	26	124	0	0	120	436	264
TENNESSEE	12	38	11	23	0	180	520
TEXAS	500	1,500	500	4,000	0	13,455	3,300
UTAH	107	178	81	132	5	1,078	0
VERMONT	0	0	11	0	137	159	48
VIRGINIA	190	637	152	496	25	2,920	962
WASHINGTON	0	0	0	0	0	761	0
WEST VIRGINIA	207	321	166	312	19	1,843	196
WISCONSIN	123	419	60	314	46	2,290	739
WYOMING	49	73	23	49	0	363	65
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	50	65	34	72	0	512	53
U.S. & INSULAR AREAS	11,671	25,393	9,624	21,780	3,571	148,931	38,197
50 STATES, D.C. & P.R.	11,621	25,328	9,590	21,708	3,571	148,419	38,144

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	6	3	0	0	0	0	2	4	0	1	20
ALASKA	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	6	6	1	0	0	1	2	6	2	1	8
ARKANSAS	5	2	1	0	0	1	13	1	1	1	5
CALIFORNIA	116	33	101	4	5	10	26	23	12	4	115
COLORADO	1	0	0	0	0	0	1	0	0	0	4
CONNECTICUT	16	0	0	0	0	0	0	0	0	0	16
DELAWARE	2	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	187	2	8	6	0	2	11	2	2	2	98
GEORGIA	12	2	0	0	0	2	4	2	3	0	20
HAWAII	10	0	10	0	0	0	0	10	0	0	10
IDAHO	6	0	1	0	1	0	0	1	0	0	3
ILLINOIS	1	0	0	0	0	0	0	0	0	0	6
INDIANA	102	20	9	2	6	0	18	8	18	4	67
IOWA	1	1	0	1	0	0	1	1	1	0	1
KANSAS	1	4	3	0	0	0	1	0	3	1	7
KENTUCKY	15	21	9	4	2	1	9	9	5	4	34
LOUISIANA	20	2	0	1	2	1	6	5	0	3	13
MAINE	25	1	2	3	-	0	4	5	-	0	22
MARYLAND	163	0	15	0	0	15	92	0	15	0	123
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	0	0	0	0	0	6	0	0	0	0	6
MINNESOTA	35	0	30	0	0	0	0	0	0	0	0
MISSISSIPPI	17	21	0	0	11	1	7	3	0	0	29
MISSOURI	20	0	0	0	0	0	0	0	2	0	84
MONTANA	2	0	0	0	0	0	0	0	0	0	3
NEBRASKA	0	0	0	0	0	0	1	0	0	0	0
NEVADA	2	3	1	2	3	1	4	3	3	3	4
NEW HAMPSHIRE	0	0	0	0	0	0	0	1	1	0	2
NEW JERSEY	20	0	16	0	6	0	3	0	0	0	18
NEW MEXICO	23	10	0	0	0	1	2	1	0	0	50
NEW YORK	0	0	0	0	0	0	0	0	0	0	42
NORTH CAROLINA	17	5	0	0	0	1	13	8	3	0	17
NORTH DAKOTA	0	0	0	0	0	0	0	1	0	0	0
OHIO	4	4	0	0	0	0	0	0	8	0	4
OKLAHOMA	0	0	1	0	0	0	2	0	0	0	0
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	523	30	427	0	1	2	0	0	0	0	428
PUERTO RICO	1	2	0	0	0	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	38	0	0	0	0	0	20	27	0	0	29
SOUTH DAKOTA	3	0	0	0	1	0	0	0	0	1	1
TENNESSEE	2	0	0	0	0	0	0	0	0	0	0
TEXAS	25	3	15	0	0	20	0	0	0	0	15
UTAH	0	0	0	0	0	0	0	0	1	0	0
VERMONT	1	0	0	0	0	0	0	0	0	0	0
VIRGINIA	7	3	0	3	0	2	1	2	2	2	20
WASHINGTON	0	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	0	0	0	0	0	0	1	1	0	2
WISCONSIN	5	3	1	1	0	0	2	2	3	0	8
WYOMING	6	0	0	0	0	0	0	0	0	1	9
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	15	3	0	0	0	0	3	0	0	0	15
U.S. & INSULAR AREAS	1,463	184	651	27	38	67	248	126	86	28	1,360
50 STATES, D.C. & P.R.	1,448	181	651	27	38	67	245	126	86	28	1,345

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	5	15	2	9	0	67	25
ALASKA	0	0	0	0	0	0	7
ARIZONA	10	7	4	3	2	59	28
ARKANSAS	2	5	3	4	2	46	10
CALIFORNIA	51	67	37	484	373	1,461	4,954
COLORADO	1	6	0	2	7	22	12
CONNECTICUT	0	9	0	0	2	43	0
DELAWARE	1	1	0	0	0	4	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0
FLORIDA	2	65	2	94	171	654	67
GEORGIA	5	9	2	10	1	72	57
HAWAII	10	10	10	10	0	80	0
IDAHO	1	2	1	4	0	20	3
ILLINOIS	1	100	0	6	1	115	80
INDIANA	21	41	8	71	0	395	157
IOWA	1	1	0	0	0	9	3
KANSAS	0	2	0	0	0	22	28
KENTUCKY	23	10	7	20	0	173	1
LOUISIANA	7	17	9	45	12	143	74
MAINE	–	6	13	–	0	81	0
MARYLAND	31	276	184	123	0	1,037	31
MASSACHUSETTS	–	–	–	–	–	–	–
MICHIGAN	45	13	0	–	–	70	160
MINNESOTA	0	0	0	0	0	65	0
MISSISSIPPI	10	32	0	3	1	135	3
MISSOURI	26	76	2	6	0	216	80
MONTANA	7	8	3	0	0	23	11
NEBRASKA	0	0	0	7	0	8	13
NEVADA	3	4	3	3	1	43	0
NEW HAMPSHIRE	1	2	1	1	1	10	18
NEW JERSEY	0	10	3	10	6	92	82
NEW MEXICO	15	46	3	73	2	226	59
NEW YORK	0	0	0	0	0	42	60
NORTH CAROLINA	23	10	6	14	0	117	12
NORTH DAKOTA	1	0	1	0	0	3	0
OHIO	4	0	0	4	0	28	16
OKLAHOMA	–	1	0	1	3	8	9
OREGON	–	–	–	–	–	–	–
PENNSYLVANIA	0	427	1	427	170	2,436	4,477
PUERTO RICO	2	3	1	0	2	12	0
RHODE ISLAND	0	0	0	0	0	1	28
SOUTH CAROLINA	0	0	0	26	0	140	25
SOUTH DAKOTA	0	2	0	0	2	10	17
TENNESSEE	0	0	0	0	0	2	30
TEXAS	10	10	5	15	0	118	65
UTAH	0	1	0	0	0	2	19
VERMONT	0	0	0	0	12	13	3
VIRGINIA	3	18	8	10	2	83	56
WASHINGTON	0	0	0	0	0	0	0
WEST VIRGINIA	1	6	0	4	10	27	15
WISCONSIN	3	9	1	6	0	44	32
WYOMING	7	9	3	7	0	42	3
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	13	15	0	15	0	79	2
U.S. & INSULAR AREAS	346	1,351	323	1,517	783	8,598	10,832
50 STATES, D.C. & P.R.	333	1,336	323	1,502	783	8,519	10,830

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,027	519	12	2	3	53	227	189	248	66	1,470
ALASKA	10	14	0	0	0	0	2	12	15	7	13
ARIZONA	102	77	2	0	2	31	51	59	70	21	174
ARKANSAS	271	82	7	4	9	17	82	67	74	104	457
CALIFORNIA	317	298	26	5	1	120	185	268	330	269	371
COLORADO	79	40	0	0	0	17	9	37	59	29	152
CONNECTICUT	66	26	14	0	1	16	10	11	4	40	56
DELAWARE	80	46	0	0	0	4	25	30	27	0	90
DISTRICT OF COLUMBIA	16	35	0	0	0	0	13	31	26	10	40
FLORIDA	1,186	959	159	2	4	276	575	591	808	291	1,598
GEORGIA	642	301	10	1	12	92	266	320	274	45	972
HAWAII	91	91	44	0	44	44	40	44	40	12	91
IDAHO	73	47	6	4	7	6	24	42	50	32	113
ILLINOIS	223	90	2	4	1	46	137	172	348	183	360
INDIANA	765	629	56	6	17	146	416	447	459	201	1,215
IOWA	196	112	2	1	13	49	62	129	139	99	386
KANSAS	75	90	6	3	4	17	56	151	56	45	277
KENTUCKY	407	292	24	1	7	54	132	150	133	37	619
LOUISIANA	324	206	10	1	22	48	184	133	113	145	553
MAINE	330	106	7	17	-	14	100	243	-	77	511
MARYLAND	454	227	28	0	0	40	510	312	369	284	510
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	705	717	0	0	0	562	574	362	1,128	722	1,220
MINNESOTA	500	250	90	0	0	0	135	450	0	0	790
MISSISSIPPI	493	203	4	9	52	65	139	110	133	18	584
MISSOURI	360	368	60	46	62	100	124	384	206	88	736
MONTANA	27	42	3	0	1	4	22	26	28	10	70
NEBRASKA	202	35	0	0	0	6	28	167	100	41	248
NEVADA	3	11	0	0	6	1	5	13	6	0	25
NEW HAMPSHIRE	3	4	0	0	0	0	0	10	1	4	13
NEW JERSEY	297	236	39	5	18	41	129	274	190	44	490
NEW MEXICO	78	45	5	0	13	20	23	50	39	34	102
NEW YORK	931	0	0	0	465	233	1,629	2,094	1,396	698	1,396
NORTH CAROLINA	715	409	14	2	43	97	366	400	202	79	1,056
NORTH DAKOTA	38	10	11	0	0	7	21	30	20	20	12
OHIO	1,808	991	0	4	20	76	185	939	377	283	2,472
OKLAHOMA	146	57	0	0	6	32	44	76	87	32	122
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	621	65	33	1	0	10	46	62	107	131	727
PUERTO RICO	135	80	0	0	0	16	22	21	0	0	99
RHODE ISLAND	0	0	0	0	0	0	0	1	0	2	7
SOUTH CAROLINA	950	355	50	0	8	89	240	517	258	88	1,269
SOUTH DAKOTA	27	9	2	0	6	20	13	21	0	18	15
TENNESSEE	17	0	0	0	0	2	3	1	4	0	21
TEXAS	400	1,243	50	0	0	0	500	1,000	800	1,200	450
UTAH	87	28	0	1	0	11	18	49	25	16	129
VERMONT	7	0	0	0	0	1	0	10	0	0	26
VIRGINIA	577	256	35	3	27	116	242	260	191	47	745
WASHINGTON	206	206	0	0	0	0	85	120	206	23	206
WEST VIRGINIA	251	121	1	2	15	50	74	115	105	46	406
WISCONSIN	179	198	3	0	2	42	54	176	272	32	339
WYOMING	19	16	1	3	4	14	7	22	5	7	27
AMERICAN SAMOA	2	0	0	0	0	0	0	0	0	0	13
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	28	3	0	0	0	16	3	10	11	3	15
U.S. & INSULAR AREAS	16,546	10,245	824	127	895	2,729	7,845	11,208	9.539	5.707	23.858
50 STATES, D.C. & P.R.	16,516	10,242	824	127	895	2,713	7,842	11,198	9.528	5.704	23.830

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	764	1,156	512	1,273	23	7,544	500
ALASKA	10	15	10	9	0	117	0
ARIZONA	127	125	87	116	7	1,051	67
ARKANSAS	212	267	99	217	74	2,043	117
CALIFORNIA	327	266	193	256	116	3,356	449
COLORADO	92	80	65	130	55	844	113
CONNECTICUT	13	87	0	56	41	449	0
DELAWARE	81	73	65	93	19	633	3
DISTRICT OF COLUMBIA	22	49	48	70	45	405	0
FLORIDA	1,163	1,425	716	1,387	253	11,393	78
GEORGIA	497	709	360	703	95	5,299	402
HAWAII	91	91	91	91	40	945	0
IDAHO	68	91	44	99	4	710	19
ILLINOIS	414	1,400	162	703	91	4,336	420
INDIANA	770	917	459	1,237	0	7,740	206
IOWA	256	293	136	262	33	2,168	111
KANSAS	171	198	96	174	7	1,426	61
KENTUCKY	347	426	258	356	60	3,303	100
LOUISIANA	158	350	166	252	64	2,729	179
MAINE	-	37	240	-	139	1,821	263
MARYLAND	510	510	538	454	0	4,746	29
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	1,115	1,277	869	-	-	9,251	175
MINNESOTA	515	540	370	639	0	4,279	0
MISSISSIPPI	252	375	153	350	25	2,965	13
MISSOURI	574	668	432	542	102	4,852	278
MONTANA	65	58	30	32	5	431	3
NEBRASKA	242	213	123	479	0	1,884	17
NEVADA	20	19	12	21	0	150	4
NEW HAMPSHIRE	9	9	5	6	2	66	83
NEW JERSEY	331	337	230	435	130	3,226	22
NEW MEXICO	86	101	39	118	19	772	8
NEW YORK	0	2,094	0	1,629	0	12,565	116
NORTH CAROLINA	788	999	272	907	26	6,375	119
NORTH DAKOTA	25	17	11	11	5	246	0
OHIO	468	2,708	523	880	647	12,381	0
OKLAHOMA	-	356	78	192	132	1,360	178
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	599	627	101	712	327	4,169	2,273
PUERTO RICO	57	61	17	58	49	615	37
RHODE ISLAND	1	3	0	3	0	17	93
SOUTH CAROLINA	367	801	330	1,008	0	6,338	158
SOUTH DAKOTA	50	71	0	0	16	268	52
TENNESSEE	10	9	4	11	0	82	195
TEXAS	600	750	500	1,600	0	9,093	58
UTAH	119	125	30	55	10	703	1
VERMONT	7	5	18	5	94	173	30
VIRGINIA	492	569	310	538	22	4,430	99
WASHINGTON	206	206	206	206	0	1,876	0
WEST VIRGINIA	305	338	201	365	30	2,425	60
WISCONSIN	216	343	136	259	25	2,276	92
WYOMING	18	27	12	25	1	208	6
AMERICAN SAMOA	1	1	1	13	0	31	1
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	12	17	10	13	0	141	11
U.S. & INSULAR AREAS	13,643	22,289	9,368	19,050	2,833	156,706	7,299
50 STATES, D.C. & P.R.	13,630	22,271	9,357	19,024	2,833	156,534	7,287

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	95	21	0	0	0	12	20	25	13	11	49
ALASKA	14	2	2	0	0	0	9	1	6	2	8
ARIZONA	248	24	2	0	3	33	206	24	17	18	189
ARKANSAS	22	0	0	0	0	1	9	7	1	11	16
CALIFORNIA	91	85	7	1	0	36	53	77	95	77	106
COLORADO	256	1	0	0	1	164	69	34	101	17	267
CONNECTICUT	35	3	2	0	0	111	115	10	3	6	50
DELAWARE	112	2	0	0	0	0	19	12	0	0	88
DISTRICT OF COLUMBIA	4	0	0	0	0	0	0	1	0	0	5
FLORIDA	684	85	9	1	0	381	343	229	102	49	557
GEORGIA	287	29	2	1	0	35	89	26	30	22	245
HAWAII	39	26	39	0	0	39	39	39	26	5	39
IDAHO	24	9	0	0	2	4	13	8	12	5	27
ILLINOIS	1,730	971	0	1	0	22	1,532	8	1,048	15	1,763
INDIANA	242	38	4	0	6	42	51	36	34	24	128
IOWA	218	14	1	0	7	28	62	57	35	41	147
KANSAS	173	12	0	0	0	44	40	12	9	6	137
KENTUCKY	117	100	1	2	0	30	20	27	40	15	101
LOUISIANA	381	113	0	0	0	46	114	19	86	73	215
MAINE	265	25	2	1	–	1	79	70	–	19	299
MARYLAND	488	98	73	0	0	464	488	244	390	73	439
MASSACHUSETTS	–	–	–	–	–	–	–	–	–	–	–
MICHIGAN	1,115	121	0	0	0	528	578	194	354	176	871
MINNESOTA	293	8	0	0	0	175	0	120	59	60	175
MISSISSIPPI	12	0	0	0	0	2	7	0	2	1	9
MISSOURI	310	0	0	0	0	8	230	92	20	12	234
MONTANA	31	6	0	0	0	2	7	11	6	2	15
NEBRASKA	215	1	0	0	0	0	141	81	21	24	115
NEVADA	10	2	0	0	1	1	2	0	2	2	10
NEW HAMPSHIRE	11	0	1	0	0	0	2	5	0	0	4
NEW JERSEY	1,466	82	20	0	43	229	342	173	199	48	920
NEW MEXICO	124	9	0	0	0	20	17	12	8	5	76
NEW YORK	482	0	0	0	0	1,447	3,859	3,376	0	1,447	2,419
NORTH CAROLINA	403	26	0	0	4	47	116	68	18	18	248
NORTH DAKOTA	10	1	0	1	1	9	2	1	0	0	8
OHIO	350	16	0	0	0	40	56	28	40	40	149
OKLAHOMA	12	0	0	0	0	25	14	11	9	2	14
OREGON	–	–	–	–	–	–	–	–	–	–	–
PENNSYLVANIA	423	16	0	0	0	64	19	22	4	30	379
PUERTO RICO	1	2	0	0	0	2	1	0	0	0	2
RHODE ISLAND	7	0	0	0	0	1	2	0	0	2	3
SOUTH CAROLINA	191	9	0	0	0	53	67	55	58	13	174
SOUTH DAKOTA	30	1	0	0	1	60	9	6	0	2	11
TENNESSEE	5	0	0	0	0	1	3	0	1	0	3
TEXAS	1,100	300	0	0	0	100	750	100	600	900	800
UTAH	360	37	1	0	0	16	35	9	16	1	330
VERMONT	3	0	0	0	0	0	1	1	0	0	2
VIRGINIA	327	21	1	0	3	127	46	20	18	17	277
WASHINGTON	50	0	0	0	0	0	0	0	0	0	64
WEST VIRGINIA	85	21	0	0	1	5	37	12	4	3	73
WISCONSIN	310	56	0	0	1	35	53	39	75	6	309
WYOMING	30	0	0	2	0	3	4	3	2	3	11
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	13	7	0	0	0	3	5	0	0	6	7
U.S. & INSULAR AREAS	13,304	2,400	167	10	74	4,496	9,775	5,405	3,564	3,309	12,587
50 STATES, D.C. & P.R.	13,291	2,393	167	10	74	4,493	9,770	5,405	3,564	3,303	12,580

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	10	60	10	66	7	399	261
ALASKA	7	7	3	9	0	70	8
ARIZONA	34	104	21	100	1	1,024	36
ARKANSAS	4	6	1	14	9	101	4
CALIFORNIA	93	75	56	73	33	958	128
COLORADO	55	185	11	151	134	1,446	250
CONNECTICUT	0	89	0	27	8	459	0
DELAWARE	70	81	66	50	1	501	5
DISTRICT OF COLUMBIA	3	0	3	5	0	21	0
FLORIDA	343	532	195	502	148	4,160	64
GEORGIA	74	160	55	149	87	1,291	261
HAWAII	39	32	28	39	0	429	0
IDAHO	15	19	25	19	0	182	0
ILLINOIS	597	990	39	1,767	80	10,563	1,434
INDIANA	96	95	48	116	0	960	33
IOWA	74	117	44	78	41	964	77
KANSAS	31	136	51	74	1	726	57
KENTUCKY	92	80	47	68	0	740	16
LOUISIANA	136	173	115	162	9	1,642	41
MAINE	-	92	97	-	90	1,040	252
MARYLAND	439	439	439	439	0	4,513	0
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	584	826	418	-	-	5,765	557
MINNESOTA	117	117	59	175	0	1,358	0
MISSISSIPPI	4	9	1	5	1	53	0
MISSOURI	146	250	162	132	16	1,612	24
MONTANA	10	14	6	8	1	119	0
NEBRASKA	197	141	148	219	0	1,303	0
NEVADA	4	8	2	7	0	51	0
NEW HAMPSHIRE	3	6	3	3	0	38	145
NEW JERSEY	602	941	334	801	235	6,435	224
NEW MEXICO	39	65	12	69	1	457	20
NEW YORK	0	2,419	0	1,930	0	17,379	0
NORTH CAROLINA	99	208	45	241	60	1,601	24
NORTH DAKOTA	3	4	4	0	3	47	0
OHIO	36	256	126	110	0	1,247	4
OKLAHOMA	-	33	11	16	35	182	16
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	20	362	346	363	176	2,224	597
PUERTO RICO	1	3	1	1	6	20	0
RHODE ISLAND	1	2	0	0	0	18	175
SOUTH CAROLINA	81	86	27	112	0	926	28
SOUTH DAKOTA	7	32	0	0	12	171	56
TENNESSEE	1	1	0	3	0	18	36
TEXAS	900	1,000	800	1,000	0	8,350	25
UTAH	104	192	63	149	0	1,313	65
VERMONT	0	0	4	0	33	44	11
VIRGINIA	77	187	61	170	10	1,362	43
WASHINGTON	0	0	0	0	0	114	0
WEST VIRGINIA	26	29	16	30	0	342	32
WISCONSIN	123	262	55	195	20	1,539	207
WYOMING	3	18	10	9	0	98	1
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5	3	2	10	0	61	0
U.S. & INSULAR AREAS	5,405	10,946	4,070	9,666	1,258	86,436	5,217
50 STATES, D.C. & P.R.	5,400	10,943	4,068	9,656	1,258	86,375	5,217

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

HARD OF HEARING & DEAF

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	24	3	10	10	1	0	0	1	5	3	11
ALASKA	0	1	0	0	0	0	0	2	0	0	3
ARIZONA	10	1	6	8	0	2	6	6	0	0	11
ARKANSAS	21	9	18	21	0	2	3	3	8	0	26
CALIFORNIA	74	140	94	78	28	10	30	108	104	4	122
COLORADO	5	0	5	5	0	1	1	3	1	0	10
CONNECTICUT	8	6	1	5	0	0	0	2	1	0	19
DELAWARE	6	0	6	6	0	0	0	6	0	0	6
DISTRICT OF COLUMBIA	2	0	0	1	0	0	1	0	0	0	1
FLORIDA	205	50	229	195	79	11	46	46	70	1	179
GEORGIA	28	2	18	36	2	2	8	9	2	2	28
HAWAII	45	45	45	45	45	13	19	35	16	0	45
IDAHO	4	0	3	3	0	0	0	2	0	0	3
ILLINOIS	22	3	4	65	1	0	51	2	51	4	15
INDIANA	52	3	21	6	13	4	3	6	3	1	60
IOWA	28	2	21	34	3	3	2	7	21	2	26
KANSAS	8	0	6	11	0	0	0	2	0	0	13
KENTUCKY	13	7	16	10	1	0	7	7	7	3	17
LOUISIANA	84	72	58	71	2	9	12	5	7	58	81
MAINE	16	3	22	23	-	0	6	7	-	1	24
MARYLAND	168	49	181	88	0	21	115	19	60	0	106
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	75	0	127	110	0	6	12	4	67	1	93
MINNESOTA	55	40	30	10	0	0	10	30	10	0	55
MISSISSIPPI	21	13	2	6	12	2	1	2	3	3	25
MISSOURI	50	62	140	126	0	2	0	112	6	0	56
MONTANA	5	1	0	14	0	0	0	0	0	0	3
NEBRASKA	24	3	8	31	0	1	3	26	5	3	33
NEVADA	0	1	1	5	0	0	0	1	1	0	2
NEW HAMPSHIRE	0	0	0	2	0	0	0	0	0	0	0
NEW JERSEY	64	16	59	65	0	14	21	15	37	3	75
NEW MEXICO	14	5	12	13	0	0	1	2	2	1	10
NEW YORK	54	0	244	289	0	0	0	60	0	0	142
NORTH CAROLINA	67	17	32	58	2	5	17	16	9	1	43
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0
OHIO	154	98	8	94	24	0	40	44	4	12	158
OKLAHOMA	8	3	6	25	1	1	4	8	4	0	8
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	3	0	4	20	0	9	0	0	0	2	17
PUERTO RICO	14	7	0	0	0	0	2	0	0	1	5
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	2
SOUTH CAROLINA	74	51	19	48	0	10	18	35	18	11	77
SOUTH DAKOTA	1	0	2	1	0	1	0	0	0	0	4
TENNESSEE	0	0	0	0	0	0	0	0	0	0	2
TEXAS	140	60	130	150	0	30	25	20	40	56	80
UTAH	9	1	1	0	0	8	0	5	0	0	16
VERMONT	0	0	0	0	0	0	0	0	0	0	1
VIRGINIA	52	7	36	30	3	2	25	12	8	7	53
WASHINGTON	0	0	9	7	0	5	0	0	0	0	7
WEST VIRGINIA	9	4	2	4	0	5	1	4	6	0	10
WISCONSIN	2	4	0	5	0	0	0	0	0	0	3
WYOMING	2	0	3	0	0	0	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	1,720	789	1,639	1,834	217	179	490	674	576	180	1,787
50 STATES, D.C. & P.R.	1,720	789	1,639	1,834	217	179	490	674	576	180	1,787

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

HARD OF HEARING & DEAF

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	17	3	0	22	1	111	2
ALASKA	1	1	0	0	0	8	3
ARIZONA	7	11	5	9	6	88	7
ARKANSAS	1	20	3	22	0	157	1
CALIFORNIA	68	124	46	68	148	1,246	184
COLORADO	1	9	3	4	7	55	24
CONNECTICUT	0	8	0	8	2	60	0
DELAWARE	6	6	6	6	0	54	0
DISTRICT OF COLUMBIA	1	2	0	1	1	10	0
FLORIDA	137	188	27	237	15	1,715	5
GEORGIA	4	35	4	33	17	230	17
HAWAII	45	45	45	45	0	533	0
IDAHO	1	4	2	4	0	26	2
ILLINOIS	54	98	47	24	1	442	30
INDIANA	13	22	9	34	0	250	4
IOWA	14	20	11	24	4	222	11
KANSAS	3	6	2	10	0	61	4
KENTUCKY	6	11	6	15	1	127	0
LOUISIANA	4	73	9	70	0	615	9
MAINE	-	10	13	-	6	131	9
MARYLAND	98	158	85	65	0	1,213	13
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	85	79	73	-	-	732	8
MINNESOTA	40	15	15	40	0	350	0
MISSISSIPPI	5	20	3	12	1	131	2
MISSOURI	42	86	68	154	0	904	28
MONTANA	0	1	0	10	8	42	0
NEBRASKA	25	24	19	33	0	238	0
NEVADA	2	1	1	2	4	21	0
NEW HAMPSHIRE	0	0	0	0	0	2	17
NEW JERSEY	52	63	39	65	46	634	8
NEW MEXICO	5	11	7	10	3	96	5
NEW YORK	0	210	0	126	0	1,125	0
NORTH CAROLINA	41	45	12	47	2	414	7
NORTH DAKOTA	0	0	0	0	0	0	0
OHIO	86	114	52	95	8	991	28
OKLAHOMA	-	33	5	5	24	135	9
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	3	17	0	17	8	100	132
PUERTO RICO	3	12	3	1	0	48	0
RHODE ISLAND	0	1	0	0	0	3	10
SOUTH CAROLINA	25	73	12	47	0	518	30
SOUTH DAKOTA	2	1	0	0	2	14	17
TENNESSEE	0	0	0	4	0	6	9
TEXAS	95	100	50	75	0	1,051	20
UTAH	8	8	6	13	0	75	3
VERMONT	0	1	0	1	6	9	0
VIRGINIA	12	31	25	30	1	334	7
WASHINGTON	5	0	0	7	0	40	0
WEST VIRGINIA	1	8	6	6	2	68	0
WISCONSIN	3	3	2	2	1	25	1
WYOMING	2	3	4	2	0	17	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	1,023	1,814	725	1,505	325	15,477	664
50 STATES, D.C. & P.R.	1,023	1,814	725	1,505	325	15,477	664

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	20	33	6	1	4	18	31	12	15	30	27
ALASKA	2	1	1	2	0	1	2	2	3	1	3
ARIZONA	15	18	13	5	2	14	11	3	19	13	18
ARKANSAS	24	7	0	0	0	2	2	5	2	1	10
CALIFORNIA	45	42	4	1	0	18	27	38	47	39	53
COLORADO	36	21	2	1	1	22	8	15	14	18	53
CONNECTICUT	8	2	0	0	0	3	4	2	3	2	3
DELAWARE	1	0	0	0	0	0	1	3	0	0	1
DISTRICT OF COLUMBIA	8	9	0	0	0	4	7	8	9	7	8
FLORIDA	-	-	-	-	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-	-	-	-	-
HAWAII	12	12	12	6	6	12	12	12	12	0	12
IDAHO	3	5	1	0	0	5	2	4	4	2	5
ILLINOIS	-	-	-	-	-	-	-	-	-	-	-
INDIANA	75	64	20	0	6	54	27	27	11	52	83
IOWA	3	26	7	0	0	4	11	5	25	32	20
KANSAS	0	10	7	1	0	4	3	0	9	2	8
KENTUCKY	14	22	5	7	5	4	12	21	11	20	18
LOUISIANA	4	10	3	0	0	4	6	5	3	6	11
MAINE	93	44	15	9	-	14	19	41	-	35	69
MARYLAND	200	167	167	13	13	167	125	105	200	59	188
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	27	80	27	0	0	80	80	0	80	80	27
MINNESOTA	-	-	-	-	-	-	-	-	-	-	-
MISSISSIPPI	2	2	0	0	2	4	2	2	2	1	1
MISSOURI	20	34	0	0	0	0	8	2	10	4	10
MONTANA	4	13	5	0	0	2	0	3	6	0	4
NEBRASKA	45	44	19	6	1	8	34	39	40	35	42
NEVADA	1	8	0	0	0	1	0	5	1	3	9
NEW HAMPSHIRE	0	1	0	0	0	0	0	1	0	1	2
NEW JERSEY	138	59	25	6	3	48	56	40	56	34	158
NEW MEXICO	8	5	3	0	7	3	8	13	3	5	20
NEW YORK	152	152	152	152	152	152	152	152	152	152	152
NORTH CAROLINA	24	14	3	7	2	6	18	20	10	26	34
NORTH DAKOTA	-	-	-	-	-	-	-	-	-	-	-
OHIO	142	216	60	0	0	48	114	188	91	60	196
OKLAHOMA	3	2	2	0	0	2	4	0	0	2	1
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	1	1	0	0	2	1	3	0	1	1	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	6	1	3	0	0	3	3	2	1	4	5
SOUTH DAKOTA	9	3	3	0	1	8	4	5	0	5	2
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	25	60	25	5	5	40	35	50	30	40	30
UTAH	31	35	3	1	0	3	14	10	18	21	82
VERMONT	0	0	0	0	0	0	0	0	1	1	1
VIRGINIA	29	28	25	0	0	24	17	17	26	15	29
WASHINGTON	10	10	10	10	0	8	10	0	10	10	10
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0	0
WISCONSIN	201	164	47	30	13	55	58	129	207	49	330
WYOMING	5	0	0	0	0	3	0	1	0	1	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	2	0	0	0	3	2	0	1	1	3
U.S. & INSULAR AREAS	1,454	1,427	675	263	225	844	932	987	1,133	878	1,744
50 STATES, D.C. & P.R.	1,452	1,425	675	263	225	841	930	987	1,132	877	1,741

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	9	13	5	32	2	264	2
ALASKA	3	3	1	2	0	27	0
ARIZONA	5	15	5	13	1	170	9
ARKANSAS	3	2	0	4	0	62	1
CALIFORNIA	47	38	28	36	17	480	64
COLORADO	24	16	16	35	37	319	17
CONNECTICUT	0	6	0	4	0	37	0
DELAWARE	1	1	0	1	0	9	0
DISTRICT OF COLUMBIA	10	7	8	8	0	93	0
FLORIDA	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-
HAWAII	12	12	12	12	0	156	0
IDAHO	5	5	4	5	1	51	0
ILLINOIS	-	-	-	-	-	-	-
INDIANA	30	45	23	37	0	554	3
IOWA	4	9	2	8	2	158	2
KANSAS	6	2	0	0	0	52	0
KENTUCKY	21	27	15	16	0	218	7
LOUISIANA	6	5	0	7	2	72	3
MAINE	-	43	9	-	29	420	13
MARYLAND	200	200	200	200	0	2,204	13
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	0	0	0	-	-	481	0
MINNESOTA	-	-	-	-	-	-	-
MISSISSIPPI	1	1	1	2	0	23	0
MISSOURI	2	12	2	12	0	116	0
MONTANA	2	0	2	3	0	44	0
NEBRASKA	17	13	6	46	0	395	0
NEVADA	10	5	0	6	1	50	1
NEW HAMPSHIRE	0	0	0	0	0	5	9
NEW JERSEY	99	99	51	133	37	1,042	3
NEW MEXICO	17	21	9	23	1	146	1
NEW YORK	152	152	152	152	0	2,280	34
NORTH CAROLINA	22	21	13	29	0	249	0
NORTH DAKOTA	-	-	-	-	-	-	-
OHIO	201	204	149	177	0	1,854	0
OKLAHOMA	-	6	2	2	3	29	2
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	0	0	0	0	0	0	0
PUERTO RICO	2	1	1	1	2	18	2
RHODE ISLAND	1	0	0	0	0	1	1
SOUTH CAROLINA	2	3	1	1	0	35	0
SOUTH DAKOTA	4	6	0	0	5	55	5
TENNESSEE	0	0	0	0	0	0	3
TEXAS	70	50	40	65	0	570	20
UTAH	18	21	10	10	2	279	3
VERMONT	0	0	0	0	1	4	3
VIRGINIA	25	29	25	29	1	319	4
WASHINGTON	10	10	10	10	0	120	0
WEST VIRGINIA	0	0	0	0	0	0	0
WISCONSIN	189	228	105	223	54	2,082	104
WYOMING	4	8	4	8	0	39	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	2	0	2	0	20	0
U.S. & INSULAR AREAS	1,236	1,341	911	1,354	198	15,602	329
50 STATES, D.C. & P.R.	1,234	1,339	911	1,352	198	15,582	329

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDES	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	6	1	1	0	0	2	0	2	0	0	6
ALASKA	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	4	4	0	3	0	4	5	2	5	2	4
ARKANSAS	1	0	1	0	0	1	0	0	0	1	3
CALIFORNIA	63	159	98	1	21	47	26	194	189	104	76
COLORADO	5	2	0	0	0	0	2	4	2	0	8
CONNECTICUT	1	3	1	0	0	0	0	0	0	2	3
DELAWARE	7	7	2	0	0	2	3	5	3	2	8
DISTRICT OF COLUMBIA	0	2	0	0	0	0	0	0	1	0	0
FLORIDA	125	105	86	0	1	89	61	92	84	27	120
GEORGIA	7	14	4	0	1	5	7	11	6	0	13
HAWAII	24	23	24	0	0	24	23	18	24	0	24
IDAHO	2	2	0	0	0	1	0	1	0	1	5
ILLINOIS	101	11	3	0	0	26	12	87	100	8	22
INDIANA	30	16	27	0	6	9	7	11	5	0	33
IOWA	10	17	1	0	2	7	11	8	10	6	17
KANSAS	9	10	8	0	0	4	4	4	8	3	8
KENTUCKY	10	13	10	0	0	6	6	10	5	5	12
LOUISIANA	10	7	4	0	0	7	6	3	1	4	11
MAINE	10	10	2	3	–	12	5	11	–	1	6
MARYLAND	47	38	38	0	0	47	24	24	41	7	41
MASSACHUSETTS	–	–	–	–	–	–	–	–	–	–	–
MICHIGAN	85	80	32	0	0	110	36	54	125	24	106
MINNESOTA	57	57	30	0	0	57	40	40	0	30	57
MISSISSIPPI	10	9	0	0	0	4	1	6	4	2	10
MISSOURI	38	30	30	0	0	26	4	24	6	4	28
MONTANA	1	1	2	0	0	1	1	0	1	1	0
NEBRASKA	16	29	23	1	0	4	10	27	20	5	25
NEVADA	1	1	0	0	0	0	1	2	1	0	1
NEW HAMPSHIRE	1	0	0	0	0	0	1	1	0	0	1
NEW JERSEY	33	28	21	0	9	24	14	31	21	2	38
NEW MEXICO	7	2	2	0	0	5	2	5	2	2	11
NEW YORK	0	88	59	0	0	15	29	102	0	0	73
NORTH CAROLINA	30	30	6	2	2	8	10	17	8	3	38
NORTH DAKOTA	2	5	1	0	1	1	0	3	2	1	3
OHIO	139	139	60	0	0	24	20	48	36	12	147
OKLAHOMA	6	8	6	0	0	6	4	2	1	1	5
OREGON	–	–	–	–	–	–	–	–	–	–	–
PENNSYLVANIA	8	1	5	0	0	2	3	3	0	2	4
PUERTO RICO	2	2	0	0	0	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	450	124	0	0	15	13	76	170	27	5	436
SOUTH DAKOTA	4	3	2	0	1	3	3	2	0	3	1
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	85	135	150	0	0	125	75	50	50	125	100
UTAH	62	5	1	0	0	26	27	2	19	2	63
VERMONT	0	0	0	0	0	0	0	0	0	0	1
VIRGINIA	13	18	4	0	2	12	6	14	11	2	18
WASHINGTON	0	16	16	0	0	0	0	0	0	0	16
WEST VIRGINIA	4	5	6	0	0	6	3	8	2	4	11
WISCONSIN	6	8	0	0	1	6	2	3	10	2	7
WYOMING	3	5	0	0	1	1	0	1	1	0	7
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2	0	0	0	0	1	1	1	1	0	1
U.S. & INSULAR AREAS	1,537	1,273	766	10	63	773	571	1,103	832	405	1,629
50 STATES, D.C. & P.R.	1,535	1,273	766	10	63	772	570	1,102	831	405	1,628

DATA AS OF OCTOBER 1, 1988.

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TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	3	5	0	10	0	36	2
ALASKA	0	0	0	0	0	0	2
ARIZONA	4	4	4	3	0	48	4
ARKANSAS	0	0	0	2	0	9	2
CALIFORNIA	114	111	22	154	62	1,441	127
COLORADO	5	4	3	2	6	43	13
CONNECTICUT	0	0	0	1	0	11	0
DELAWARE	6	7	4	7	0	63	0
DISTRICT OF COLUMBIA	1	0	0	0	0	4	0
FLORIDA	66	105	68	142	59	1,230	3
GEORGIA	5	7	2	15	2	99	3
HAWAII	24	24	24	24	0	280	0
IDAHO	3	5	0	5	0	25	1
ILLINOIS	100	1,134	27	30	9	1,670	15
INDIANA	4	16	5	20	0	189	2
IOWA	17	11	8	8	2	135	3
KANSAS	4	11	2	8	0	83	1
KENTUCKY	14	14	4	12	0	121	0
LOUISIANA	5	7	0	8	1	74	6
MAINE	–	2	9	–	1	72	6
MARYLAND	41	41	16	41	0	446	0
MASSACHUSETTS	–	–	–	–	–	–	–
MICHIGAN	83	86	22	–	–	843	26
MINNESOTA	57	57	15	57	0	554	0
MISSISSIPPI	4	7	5	11	0	73	0
MISSOURI	26	32	26	30	2	306	10
MONTANA	0	1	0	3	0	12	0
NEBRASKA	16	24	10	25	0	235	0
NEVADA	1	1	0	3	0	12	2
NEW HAMPSHIRE	0	0	0	0	0	4	3
NEW JERSEY	24	31	21	40	14	351	7
NEW MEXICO	10	14	3	16	1	82	2
NEW YORK	0	102	0	49	0	517	0
NORTH CAROLINA	11	36	10	28	3	242	3
NORTH DAKOTA	2	1	2	5	1	30	0
OHIO	36	155	32	83	4	935	622
OKLAHOMA	–	9	4	7	15	74	6
OREGON	–	–	–	–	–	–	–
PENNSYLVANIA	0	4	0	6	2	40	20
PUERTO RICO	2	1	3	0	0	11	1
RHODE ISLAND	0	0	0	0	0	0	10
SOUTH CAROLINA	137	239	160	334	0	2,106	40
SOUTH DAKOTA	2	3	0	0	0	27	2
TENNESSEE	0	0	0	0	0	0	11
TEXAS	85	120	75	150	0	1,325	25
UTAH	60	53	29	56	0	405	0
VERMONT	1	0	0	0	1	3	1
VIRGINIA	14	19	12	16	2	163	1
WASHINGTON	0	0	0	16	0	64	0
WEST VIRGINIA	6	6	2	9	0	72	0
WISCONSIN	3	2	5	7	2	64	2
WYOMING	3	5	0	4	2	33	1
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	1	2	10	0
U.S. & INSULAR AREAS	999	2,516	634	1,448	193	14,752	985
50 STATES, D.C. & P.R.	999	2,516	634	1,447	191	14,742	985

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	2	5	0	0	0	6	0	6	0	0	9
ALASKA	0	0	0	0	0	1	0	0	0	0	0
ARIZONA	34	1	1	2	0	2	22	8	5	1	4
ARKANSAS	9	0	0	0	0	1	0	1	0	0	8
CALIFORNIA	95	239	147	2	32	69	39	290	284	157	113
COLORADO	-	-	-	-	-	-	-	-	-	-	-
CONNECTICUT	4	3	0	1	0	3	1	2	0	2	8
DELAWARE	0	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	0	0	0	0	0	0	1	1	0	1
FLORIDA	62	8	5	0	0	12	22	5	6	5	15
GEORGIA	4	1	1	0	0	3	0	0	2	0	4
HAWAII	19	19	19	17	19	19	19	17	17	17	19
IDAHO	1	2	1	0	0	3	2	2	2	1	4
ILLINOIS	8	1	0	0	0	6	1	7	7	0	2
INDIANA	23	9	6	0	6	4	2	2	4	3	24
IOWA	-	-	-	-	-	-	-	-	-	-	-
KANSAS	2	2	0	0	0	0	0	0	0	2	2
KENTUCKY	3	0	0	0	0	0	2	0	3	2	1
LOUISIANA	10	1	0	0	0	28	4	4	3	1	8
MAINE	22	4	4	2	-	11	11	9	-	4	25
MARYLAND	33	22	17	0	0	17	17	5	21	5	30
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	-	0	0	0	0	0	0	0	0	0	0
MINNESOTA	34	20	10	0	0	34	6	6	13	10	34
MISSISSIPPI	-	-	-	-	-	-	-	-	-	-	-
MISSOURI	12	6	6	0	0	2	0	6	0	0	12
MONTANA	4	1	0	0	0	3	1	1	2	0	3
NEBRASKA	-	-	-	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	2	2	0	0	0	0	1	2	0	0	1
NEW JERSEY	19	4	2	0	0	6	6	2	4	0	17
NEW MEXICO	2	0	0	0	0	2	1	1	1	0	3
NEW YORK	13	108	48	0	0	48	108	119	73	24	84
NORTH CAROLINA	14	14	1	0	0	5	10	11	7	6	25
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0
OHIO	-	-	-	-	-	-	-	-	-	-	-
OKLAHOMA	1	0	1	0	0	0	0	0	0	0	0
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-	-	-	-	-
PUERTO RICO	2	1	0	0	0	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	8	4	6	0	0	3	9	5	6	4	4
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	1
TENNESSEE	2	0	0	0	0	0	0	0	1	0	0
TEXAS	50	105	225	0	0	300	75	65	50	55	90
UTAH	3	0	0	0	0	1	0	0	0	0	2
VERMONT	0	0	0	0	0	0	0	0	0	0	1
VIRGINIA	5	11	1	0	0	6	10	9	5	3	10
WASHINGTON	13	0	0	0	0	13	0	0	0	0	37
WEST VIRGINIA	1	1	3	0	0	1	1	2	2	1	1
WISCONSIN	1	1	0	0	0	0	0	0	2	1	0
WYOMING	2	3	0	0	0	2	1	5	0	1	8
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	0	0	0	0	0	1
U.S. & INSULAR AREAS	521	598	504	24	57	611	371	593	521	305	612
50 STATES, D.C. & P.R.	520	598	504	24	57	611	371	593	521	305	611

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1	2	0	9	1	41	5
ALASKA	0	0	0	0	0	1	3
ARIZONA	5	5	0	3	2	95	41
ARKANSAS	1	3	0	0	0	23	0
CALIFORNIA	171	166	33	231	93	2,161	192
COLORADO	-	-	-	-	-	-	-
CONNECTICUT	0	12	0	6	0	44	0
DELAWARE	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	2	1	0	0	0	7	0
FLORIDA	7	4	7	10	48	216	25
GEORGIA	1	3	1	1	2	23	5
HAWAII	19	19	17	19	19	294	0
IDAHO	2	3	2	6	1	32	0
ILLINOIS	6	24	0	5	1	68	49
INDIANA	2	7	4	6	0	102	1
IOWA	-	-	-	-	-	-	-
KANSAS	0	0	0	0	0	8	4
KENTUCKY	2	1	0	1	0	15	0
LOUISIANA	4	7	4	29	3	106	16
MAINE	-	10	12	-	9	123	54
MARYLAND	21	21	15	30	0	254	0
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	0	0	0	-	0	0	0
MINNESOTA	34	23	23	34	0	281	0
MISSISSIPPI	-	-	-	-	-	-	-
MISSOURI	0	18	6	8	0	76	4
MONTANA	3	3	2	3	0	26	0
NEBRASKA	-	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	2	2	0	1	13	15
NEW JERSEY	8	15	4	15	8	110	13
NEW MEXICO	2	4	2	2	0	20	1
NEW YORK	0	96	0	72	0	793	0
NORTH CAROLINA	10	20	7	25	3	158	8
NORTH DAKOTA	0	0	0	0	0	0	0
OHIO	-	-	-	-	-	-	-
OKLAHOMA	-	0	0	1	0	3	1
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	-	-	-	-	-	-	-
PUERTO RICO	1	0	0	0	1	6	0
RHODE ISLAND	0	0	0	0	0	0	25
SOUTH CAROLINA	5	4	5	4	0	67	0
SOUTH DAKOTA	0	0	0	0	0	1	32
TENNESSEE	0	0	0	0	0	3	32
TEXAS	80	100	75	85	0	1,355	113
UTAH	0	3	1	1	0	11	114
VERMONT	0	0	0	0	1	2	1
VIRGINIA	6	10	4	6	0	86	0
WASHINGTON	13	13	0	37	0	126	0
WEST VIRGINIA	2	0	0	3	0	18	0
WISCONSIN	1	0	1	0	1	8	2
WYOMING	2	5	0	6	0	35	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	1	0	1	0	5	2
U.S. & INSULAR AREAS	412	605	227	661	194	6,816	758
50 STATES, D.C. & P.R.	411	604	227	660	194	6,811	756

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	5	3	2	0	5	0	1	2	1	0	3
ALASKA	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	4	2	0	0	3	0	0	2	0	1	9
ARKANSAS	5	8	3	0	0	2	1	6	7	2	9
CALIFORNIA	18	44	27	0	6	13	7	54	53	29	21
COLORADO	5	0	0	1	4	0	0	0	0	0	4
CONNECTICUT	9	4	3	0	7	0	1	2	3	3	7
DELAWARE	3	0	1	0	1	0	0	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	60	50	62	28	87	20	21	32	28	3	61
GEORGIA	11	4	7	0	5	2	1	6	0	0	13
HAWAII	8	8	8	0	8	8	8	8	5	0	8
IDAHO	2	3	1	0	2	0	1	2	1	0	1
ILLINOIS	6	2	1	0	11	13	0	0	6	0	11
INDIANA	43	18	16	0	22	2	9	4	11	1	42
IOWA	8	9	8	0	8	2	0	4	10	2	12
KANSAS	2	2	2	0	2	0	0	3	0	0	2
KENTUCKY	5	8	6	0	3	1	6	4	3	3	13
LOUISIANA	26	13	1	0	8	1	2	10	4	3	13
MAINE	25	0	0	12	–	1	2	3	–	0	12
MARYLAND	64	80	80	0	80	8	64	36	76	8	64
MASSACHUSETTS	–	–	–	–	–	–	–	–	–	–	–
MICHIGAN	22	21	7	0	43	11	6	8	34	0	47
MINNESOTA	27	9	11	0	11	0	20	17	9	0	18
MISSISSIPPI	2	2	1	0	1	0	0	1	1	0	2
MISSOURI	12	4	10	0	6	2	0	2	8	8	4
MONTANA	1	1	1	0	0	0	0	2	1	0	3
NEBRASKA	8	10	10	0	10	0	1	9	0	0	8
NEVADA	0	0	1	0	0	0	0	1	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	12	4	7	0	16	2	9	5	2	2	11
NEW MEXICO	7	9	2	0	3	1	3	3	4	1	7
NEW YORK	8	27	39	0	54	0	0	0	0	0	15
NORTH CAROLINA	20	10	15	1	12	0	3	3	7	1	20
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0
OHIO	36	48	56	16	44	0	20	12	8	16	60
OKLAHOMA	6	6	2	0	6	1	2	6	2	2	2
OREGON	–	–	–	–	–	–	–	–	–	–	–
PENNSYLVANIA	19	2	8	0	14	1	4	1	5	3	14
PUERTO RICO	3	4	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	4	9	0	0	15	0	9	5	5	2	12
SOUTH DAKOTA	1	1	1	0	1	0	0	1	0	1	1
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	40	15	65	0	60	5	10	30	15	0	45
UTAH	6	3	5	1	5	0	1	2	1	0	5
VERMONT	1	0	0	0	0	0	0	0	0	0	0
VIRGINIA	16	6	10	2	14	4	5	7	6	1	21
WASHINGTON	0	3	3	0	3	3	0	0	0	0	0
WEST VIRGINIA	5	3	4	0	1	0	1	3	3	0	9
WISCONSIN	3	3	3	0	6	0	1	1	1	0	5
WYOMING	1	0	0	0	1	0	0	0	0	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	569	458	489	61	588	103	219	297	320	92	618
50 STATES, D.C. & P.R.	569	458	489	61	588	103	219	297	320	92	618

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	4	3	2	4	0	35	0
ALASKA	0	0	0	0	0	0	6
ARIZONA	1	4	6	8	1	41	1
ARKANSAS	5	2	0	3	0	53	3
CALIFORNIA	32	31	6	43	17	401	35
COLORADO	1	2	1	3	6	27	6
CONNECTICUT	3	7	0	6	4	59	0
DELAWARE	1	1	1	2	0	11	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0
FLORIDA	68	59	34	66	38	717	4
GEORGIA	4	8	3	13	3	80	5
HAWAII	8	8	8	8	0	101	0
IDAHO	1	0	2	1	2	19	0
ILLINOIS	9	36	6	10	1	112	112
INDIANA	9	14	10	27	0	228	0
IOWA	10	13	7	9	0	102	4
KANSAS	3	1	0	2	0	19	3
KENTUCKY	6	8	4	10	0	80	1
LOUISIANA	2	23	4	21	20	151	2
MAINE	-	0	6	-	1	62	6
MARYLAND	72	72	72	72	0	848	0
MASSACHUSETTS	-	-	-	-	-	-	-
MICHIGAN	32	31	27	-	-	289	9
MINNESOTA	18	18	9	27	15	209	0
MISSISSIPPI	1	1	1	2	0	15	1
MISSOURI	4	8	4	8	0	80	2
MONTANA	1	1	1	3	0	15	0
NEBRASKA	6	1	0	10	0	73	0
NEVADA	1	0	0	0	0	4	1
NEW HAMPSHIRE	0	0	0	1	0	1	4
NEW JERSEY	2	12	4	10	4	102	6
NEW MEXICO	4	4	3	9	0	60	0
NEW YORK	0	31	0	23	0	197	0
NORTH CAROLINA	16	16	8	21	3	156	1
NORTH DAKOTA	0	0	0	0	0	0	0
OHIO	40	32	8	32	4	432	12
OKLAHOMA	-	10	2	7	14	68	3
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	2	11	2	12	4	102	27
PUERTO RICO	0	0	0	1	0	8	0
RHODE ISLAND	0	0	0	0	0	0	5
SOUTH CAROLINA	7	13	3	12	0	96	12
SOUTH DAKOTA	2	1	0	0	0	10	2
TENNESSEE	0	0	0	0	0	0	7
TEXAS	35	25	10	70	0	425	5
UTAH	3	4	1	5	0	42	0
VERMONT	0	0	0	0	2	3	1
VIRGINIA	18	22	11	20	2	165	2
WASHINGTON	3	0	0	0	0	15	0
WEST VIRGINIA	5	5	3	10	1	53	0
WISCONSIN	7	7	1	9	0	47	3
WYOMING	0	0	0	2	0	6	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	446	545	270	602	142	5,819	291
50 STATES, D.C. & P.R.	446	545	270	602	142	5,819	291

DATA AS OF OCTOBER 1, 1988.

(TBA287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	0	1	0	0	0	0	1	0	1	0	1
ALASKA	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	13	24	16	12	4	2	4	18	16	1	21
COLORADO	0	0	0	0	0	0	0	0	0	0	3
CONNECTICUT	2	1	1	0	0	0	1	0	0	1	2
DELAWARE	1	1	0	1	0	0	0	0	1	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	4	0	0
FLORIDA	20	24	9	5	13	16	11	8	12	10	15
GEORGIA	0	0	0	0	0	0	0	0	0	0	0
HAWAII	1	1	1	1	1	1	1	1	1	0	1
IDAHO	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	1	4	5	2	3	3	0	1	9	5	6
INDIANA	46	5	6	0	6	5	0	0	5	6	24
IOWA	0	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0	0
KENTUCKY	0	4	0	0	1	0	0	0	0	0	3
LOUISIANA	0	1	0	0	0	0	0	0	1	1	1
MAINE	0	0	0	0	-	0	0	0	-	0	0
MARYLAND	4	4	4	2	3	3	4	2	4	3	4
MASSACHUSETTS	-	-	-	-	-	-	-	-	-	-	-
MICHIGAN	-	-	-	-	-	-	-	-	-	-	-
MINNESOTA	3	3	3	3	0	3	3	3	3	3	3
MISSISSIPPI	0	0	0	0	0	0	0	0	0	0	0
MISSOURI	6	4	4	2	0	2	0	0	4	2	4
MONTANA	31	0	0	0	0	0	0	0	0	0	0
NEBRASKA	-	-	-	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	2	0	2	0	2	2	0	0	2	2
NEW YORK	10	10	10	10	10	10	10	10	10	10	10
NORTH CAROLINA	2	1	1	2	1	1	1	2	1	1	2
NORTH DAKOTA	0	0	0	0	3	0	0	3	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	1	0	0	1
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	1	0
SOUTH CAROLINA	-	-	-	-	-	-	-	-	-	-	-
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	0	5	5	5	0	0	5	5	5	5	5
UTAH	0	2	2	2	0	0	0	2	2	2	2
VERMONT	0	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0	0	0	0
WASHINGTON	2	2	2	2	0	0	2	0	2	2	2
WEST VIRGINIA	1	0	1	0	1	0	0	1	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	143	99	70	51	46	48	45	57	81	56	112
50 STATES, D.C. & P.R.	143	99	70	51	46	48	45	57	81	56	112

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AE1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1986-87 SCHOOL YEAR
BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	0	0	0	0	0	4	0
ALASKA	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0
CALIFORNIA	11	20	8	11	23	204	29
COLORADO	0	0	0	0	3	6	1
CONNECTICUT	0	2	0	0	1	11	0
DELAWARE	0	0	0	0	0	4	0
DISTRICT OF COLUMBIA	1	0	0	0	0	5	0
FLORIDA	15	15	2	8	10	193	0
GEORGIA	0	0	0	0	0	0	0
HAWAII	1	1	1	1	0	14	0
IDAHO	0	0	0	0	0	0	0
ILLINOIS	5	3	4	4	0	55	0
INDIANA	0	0	0	3	0	106	0
IOWA	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0
KENTUCKY	0	1	0	1	0	10	0
LOUISIANA	1	0	0	1	0	6	0
MAINE	–	0	0	–	1	1	0
MARYLAND	4	4	4	4	0	53	0
MASSACHUSETTS	–	–	–	–	–	–	–
MICHIGAN	–	–	–	–	–	–	–
MINNESOTA	3	3	3	3	0	42	0
MISSISSIPPI	0	0	0	0	0	0	0
MISSOURI	2	10	0	6	0	46	0
MONTANA	0	0	0	0	0	31	0
NEBRASKA	–	–	–	–	–	–	–
NEVADA	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0	0
NEW MEXICO	0	0	0	2	0	14	0
NEW YORK	10	10	10	10	0	150	0
NORTH CAROLINA	1	2	1	2	0	21	0
NORTH DAKOTA	3	0	0	0	0	9	0
OHIO	0	0	0	0	0	0	0
OKLAHOMA	–	1	0	0	0	3	0
OREGON	–	–	–	–	–	–	–
PENNSYLVANIA	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	1	0
RHODE ISLAND	0	0	0	0	0	1	0
SOUTH CAROLINA	–	–	–	–	–	–	–
SOUTH DAKOTA	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	0	0
TEXAS	5	5	5	5	0	60	0
UTAH	2	2	0	2	2	22	0
VERMONT	0	0	0	0	1	1	0
VIRGINIA	0	0	0	0	0	0	0
WASHINGTON	2	0	0	2	0	20	0
WEST VIRGINIA	0	0	0	0	0	4	0
WISCONSIN	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	–	–	–	–	–	–	–
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	66	79	38	65	41	1,097	30
50 STATES, D.C. & P.R.	66	79	38	65	41	1,097	30

DATA AS OF OCTOBER 1, 1988.

(T8A287)

TABLE AF1

ESTIMATED RESIDENT POPULATIONS BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1986-87	1987-88	1987-88 LESS 1976-77	1987-88 LESS 1986-87	1987-88 LESS 1976-77	1987-88 LESS 1986-87
ALABAMA	1,276,000	1,204,000	1,197,000	-79,000	-7,000	-6.19	-0.58
ALASKA	171,000	171,000	170,000	-1,000	-1,000	-0.58	-0.58
ARIZONA	788,000	946,000	946,000	158,000	0	20.05	0.00
ARKANSAS	704,000	692,000	689,000	-15,000	-3,000	-2.13	-0.43
CALIFORNIA	7,092,000	7,366,000	7,499,000	407,000	133,000	5.74	1.81
COLORADO	900,000	906,000	909,000	9,000	3,000	1.00	0.33
CONNECTICUT	1,021,000	833,000	822,000	-199,000	-11,000	-19.49	-1.32
DELAWARE	205,000	175,000	174,000	-31,000	-1,000	-15.12	-0.57
DISTRICT OF COLUMBIA	227,000	146,000	143,000	-84,000	-3,000	-37.00	-2.05
FLORIDA	2,525,000	2,810,000	2,857,000	332,000	47,000	13.15	1.67
GEORGIA	1,778,000	1,843,000	1,852,000	74,000	9,000	4.16	0.49
HAWAII	321,000	305,000	304,000	-17,000	-1,000	-5.30	-0.33
IDAHO	297,000	322,000	318,000	21,000	-4,000	7.07	-1.24
ILLINOIS	3,802,000	3,255,000	3,212,000	-590,000	-43,000	-15.52	-1.32
INDIANA	1,854,000	1,597,000	1,580,000	-274,000	-17,000	-14.78	-1.06
IOWA	970,000	802,000	785,000	-185,000	-17,000	-19.07	-2.12
KANSAS	763,000	680,000	680,000	-83,000	0	-10.88	0.00
KENTUCKY	1,181,000	1,100,000	1,082,000	-99,000	-18,000	-8.38	-1.64
LOUISIANA	1,444,000	1,414,000	1,375,000	-69,000	-39,000	-4.78	-2.76
MAINE	368,000	329,000	329,000	-39,000	0	-10.60	0.00
MARYLAND	1,437,000	1,213,000	1,211,000	-226,000	-2,000	-15.73	-0.16
MASSACHUSETTS	1,930,000	1,493,000	1,471,000	-459,000	-22,000	-23.78	-1.47
MICHIGAN	3,267,000	2,673,000	2,643,000	-624,000	-30,000	-19.10	-1.12
MINNESOTA	1,393,000	1,178,000	1,170,000	-223,000	-8,000	-16.01	-0.68
MISSISSIPPI	882,000	854,000	841,000	-41,000	-13,000	-4.65	-1.52
MISSOURI	1,587,000	1,398,000	1,387,000	-200,000	-11,000	-12.60	-0.79
MONTANA	265,000	239,000	233,000	-32,000	-6,000	-12.08	-2.51
NEBRASKA	528,000	450,000	445,000	-83,000	-5,000	-15.72	-1.11
NEVADA	211,000	249,000	259,000	48,000	10,000	22.75	4.02
NEW HAMPSHIRE	281,000	284,000	287,000	6,000	3,000	2.14	1.06
NEW JERSEY	2,398,000	2,010,000	1,982,000	-416,000	-28,000	-17.35	-1.39
NEW MEXICO	447,000	459,000	460,000	13,000	1,000	2.91	0.22
NEW YORK	5,814,000	4,759,000	4,689,000	-1,125,000	-70,000	-19.35	-1.47
NORTH CAROLINA	1,883,000	1,787,000	1,780,000	-103,000	-7,000	-5.47	-0.39
NORTH DAKOTA	230,000	199,000	196,000	-34,000	-3,000	-14.78	-1.51
OHIO	3,687,000	3,059,000	3,025,000	-662,000	-34,000	-17.95	-1.11
OKLAHOMA	906,000	946,000	938,000	32,000	-8,000	3.53	-0.85
OREGON	752,000	722,000	723,000	-29,000	1,000	-3.86	0.14
PENNSYLVANIA	3,793,000	3,124,000	3,094,000	-699,000	-30,000	-18.43	-0.96
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	308,000	252,000	253,000	-55,000	1,000	-17.86	0.40
SOUTH CAROLINA	1,035,000	1,019,000	1,015,000	-20,000	-4,000	-1.93	-0.39
SOUTH DAKOTA	241,000	206,000	203,000	-38,000	-3,000	-15.77	-1.46
TENNESSEE	1,413,000	1,359,000	1,351,000	-62,000	-8,000	-4.39	-0.59
TEXAS	4,446,000	5,084,000	5,104,000	658,000	20,000	14.80	0.39
UTAH	481,000	616,000	628,000	147,000	12,000	30.56	1.95
VERMONT	168,000	153,000	153,000	-15,000	0	-8.93	0.00
VIRGINIA	1,754,000	1,585,000	1,591,000	-163,000	6,000	-9.29	0.38
WASHINGTON	1,217,000	1,218,000	1,228,000	11,000	10,000	0.90	0.82
WEST VIRGINIA	592,000	553,000	539,000	-53,000	-14,000	-8.95	-2.53
WISCONSIN	1,613,000	1,364,000	1,352,000	-261,000	-12,000	-16.18	-0.88
WYOMING	136,000	157,000	151,000	15,000	-6,000	11.03	-3.82
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES & D.C.	72,782,000	67,558,000	67,325,000	-5,457,000	-233,000	-7.50	-0.34

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

(T5A3C4)

TABLE AF2

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-5 YEAR OLDS

	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
STATE	1976-77	1986-87	1987-88	1987-88 LESS 1976-77	1987-88 LESS 1986-87	1987-88 LESS 1976-77	1987-88 LESS 1986-87
ALABAMA	175,341	182,000	180,000	4,659	-2,000	2.66	-1.10
ALASKA	24,068	34,000	35,000	10,932	1,000	45.42	2.94
ARIZONA	120,127	165,000	165,000	44,873	0	37.35	0.00
ARKANSAS	101,569	106,000	105,000	3,431	-1,000	3.38	-0.94
CALIFORNIA	909,219	1,308,000	1,335,000	425,781	27,000	46.83	2.06
COLORADO	120,145	159,000	160,000	39,855	1,000	33.17	0.63
CONNECTICUT	113,358	122,000	125,000	11,642	3,000	10.27	2.46
DELAWARE	25,241	27,000	27,000	1,759	0	6.97	0.00
DISTRICT OF COLUMBIA	27,938	27,000	27,000	-938	0	-3.36	0.00
FLORIDA	344,352	453,000	470,000	125,648	17,000	36.49	3.75
GEORGIA	249,132	284,000	284,000	34,868	0	14.00	0.00
HAWAII	45,097	54,000	54,000	8,903	0	19.74	0.00
IDAHO	44,631	56,000	53,000	8,369	-3,000	18.75	-5.36
ILLINOIS	499,178	530,000	519,000	19,822	-11,000	3.97	-2.08
INDIANA	246,507	242,000	237,000	-9,507	-5,000	-3.86	-2.07
IOWA	118,766	128,000	123,000	4,234	-5,000	3.57	-3.91
KANSAS	96,784	118,000	117,000	20,216	-1,000	20.89	-0.85
KENTUCKY	162,249	166,000	161,000	-1,249	-5,000	-0.77	-3.01
LOUISIANA	198,917	243,000	236,000	37,083	-7,000	18.64	-2.88
MAINE	47,644	49,000	50,000	2,356	1,000	4.95	2.04
MARYLAND	164,831	188,000	193,000	28,169	5,000	17.09	2.66
MASSACHUSETTS	213,304	220,000	224,000	10,696	4,000	5.01	1.82
MICHIGAN	413,467	399,000	395,000	-18,467	-4,000	-4.47	-1.00
MINNESOTA	166,645	196,000	194,000	27,355	-2,000	16.42	-1.02
MISSISSIPPI	130,900	137,000	132,000	1,100	-5,000	0.84	-3.65
MISSOURI	205,393	226,000	223,000	17,607	-3,000	8.57	-1.33
MONTANA	35,214	42,000	40,000	4,786	-2,000	13.59	-4.76
NEBRASKA	69,511	76,000	75,000	5,489	-1,000	7.90	-1.32
NEVADA	27,838	43,000	45,000	17,162	2,000	61.65	4.65
NEW HAMPSHIRE	34,881	43,000	44,000	9,119	1,000	26.14	2.33
NEW JERSEY	290,746	292,000	296,000	5,254	4,000	1.81	1.37
NEW MEXICO	64,122	81,000	81,000	16,878	0	26.32	0.00
NEW YORK	702,865	726,000	730,000	27,135	4,000	3.86	0.55
NORTH CAROLINA	252,156	260,000	260,000	7,844	0	3.11	0.00
NORTH DAKOTA	30,231	35,000	35,000	4,769	0	15.77	0.00
OHIO	470,129	477,000	469,000	-1,129	-8,000	-0.24	-1.68
OKLAHOMA	126,173	163,000	163,000	36,827	0	29.19	0.00
OREGON	98,561	118,000	116,000	17,439	-2,000	17.69	-1.69
PENNSYLVANIA	460,377	470,000	471,000	10,623	1,000	2.31	0.21
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	35,362	37,000	38,000	2,638	1,000	7.46	2.70
SOUTH CAROLINA	144,888	157,000	155,000	10,112	-2,000	6.98	-1.27
SOUTH DAKOTA	32,481	36,000	35,000	2,519	-1,000	7.76	-2.78
TENNESSEE	192,024	202,000	199,000	6,976	-3,000	3.63	-1.49
TEXAS	634,321	893,000	896,000	261,679	3,000	41.25	0.34
UTAH	81,356	119,000	115,000	33,644	-4,000	41.35	-3.36
VERMONT	20,524	24,000	24,000	3,476	0	16.94	0.00
VIRGINIA	216,877	240,000	245,000	28,123	5,000	12.97	2.08
WASHINGTON	147,905	204,000	205,000	57,095	1,000	38.60	0.49
WEST VIRGINIA	84,025	79,000	75,000	-9,025	-4,000	-10.74	-5.06
WISCONSIN	192,191	216,000	215,000	22,809	-1,000	11.87	-0.46
WYOMING	19,946	30,000	28,000	8,054	-2,000	40.38	-6.67
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES & D.C.	9,429,510	10,882,000	10,879,000	1,449,490	-3,000	15.37	-0.03

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

(T5A3C2)

TABLE AF3

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 6-17 YEAR OLDS

	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
STATE	1976-77	1986-87	1987-88	1987-88 LESS 1976-77	1987-88 LESS 1986-87	1987-88 LESS 1976-77	1987-88 LESS 1986-87
ALABAMA	812,953	758,000	760,000	-52,953	2,000	-6.51	0.26
ALASKA	102,411	100,000	100,000	-2,411	0	-2.35	0.00
ARIZONA	490,548	575,000	577,000	86,452	2,000	17.62	0.35
ARKANSAS	450,431	436,000	439,000	-11,431	3,000	-2.54	0.69
CALIFORNIA	4,446,498	4,447,000	4,556,000	109,502	109,000	2.46	2.45
COLORADO	551,093	548,000	552,000	907	4,000	0.16	0.73
CONNECTICUT	671,319	509,000	502,000	-169,319	-7,000	-25.22	-1.38
DELAWARE	128,764	106,000	106,000	-22,764	0	-17.68	0.00
DISTRICT OF COLUMBIA	136,585	83,000	81,000	-55,585	-2,000	-40.70	-2.41
FLORIDA	1,586,530	1,701,000	1,738,000	151,470	37,000	9.55	2.18
GEORGIA	1,120,109	1,149,000	1,163,000	42,891	14,000	3.83	1.22
HAWAII	191,110	179,000	179,000	-12,110	0	-6.34	0.00
IDAHO	186,590	204,000	204,000	17,410	0	9.33	0.00
ILLINOIS	2,429,966	2,009,000	1,999,000	-430,966	-10,000	-17.74	-0.50
INDIANA	1,182,681	1,002,000	999,000	-183,681	-3,000	-15.53	-0.30
IOWA	632,399	500,000	494,000	-138,399	-6,000	-21.88	-1.20
KANSAS	473,180	414,000	419,000	-54,180	5,000	-11.45	1.21
KENTUCKY	746,989	688,000	683,000	-63,989	-5,000	-8.57	-0.73
LOUISIANA	923,076	867,000	851,000	-72,076	-16,000	-7.81	-1.85
MAINE	237,130	204,000	204,000	-33,130	0	-13.97	0.00
MARYLAND	928,271	727,000	728,000	-200,271	1,000	-21.57	0.14
MASSACHUSETTS	1,242,391	889,000	874,000	-368,391	-15,000	-29.65	-1.69
MICHIGAN	2,095,777	1,675,000	1,661,000	-434,777	-14,000	-20.75	-0.84
MINNESOTA	898,231	721,000	722,000	-176,231	1,000	-19.62	0.14
MISSISSIPPI	562,604	537,000	535,000	-27,604	-2,000	-4.91	-0.37
MISSOURI	1,003,075	864,000	865,000	-138,075	1,000	-13.77	0.12
MONTANA	169,330	149,000	147,000	-22,330	-2,000	-13.19	-1.34
NEBRASKA	332,339	277,000	276,000	-56,339	-1,000	-16.95	-0.36
NEVADA	135,073	152,000	160,000	24,927	8,000	18.45	5.26
NEW HAMPSHIRE	183,785	173,000	175,000	-8,785	2,000	-4.78	1.16
NEW JERSEY	1,587,994	1,236,000	1,220,000	-367,994	-16,000	-23.17	-1.29
NEW MEXICO	280,878	282,000	285,000	4,122	3,000	1.47	1.06
NEW YORK	3,793,733	2,908,000	2,870,000	-923,733	-38,000	-24.35	-1.31
NORTH CAROLINA	1,181,836	1,105,000	1,102,000	-79,836	-3,000	-6.76	-0.27
NORTH DAKOTA	144,042	121,000	120,000	-24,042	-1,000	-16.69	-0.83
OHIO	2,355,041	1,915,000	1,904,000	-451,041	-11,000	-19.15	-0.57
OKLAHOMA	564,589	580,000	580,000	15,411	0	2.73	0.00
OREGON	478,903	453,000	456,000	-22,903	3,000	-4.78	0.66
PENNSYLVANIA	2,454,642	1,919,000	1,909,000	-545,642	-10,000	-22.23	-0.52
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	199,207	151,000	152,000	-47,207	1,000	-23.70	0.66
SOUTH CAROLINA	645,989	630,000	632,000	-13,989	2,000	-2.17	0.32
SOUTH DAKOTA	151,333	126,000	126,000	-25,333	0	-16.74	0.00
TENNESSEE	899,154	855,000	855,000	-44,154	0	-4.91	0.00
TEXAS	2,779,661	3,143,000	3,182,000	402,339	39,000	14.47	1.24
UTAH	286,294	391,000	405,000	118,706	14,000	41.46	3.58
VERMONT	108,007	93,000	93,000	-15,007	0	-13.89	0.00
VIRGINIA	1,090,502	952,000	957,000	-133,502	5,000	-12.24	0.53
WASHINGTON	776,411	749,000	758,000	-18,411	9,000	-2.37	1.20
WEST VIRGINIA	380,112	354,000	347,000	-33,112	-7,000	-8.71	-1.98
WISCONSIN	1,043,493	841,000	841,000	-202,493	0	-19.41	0.00
WYOMING	84,744	97,000	95,000	10,256	-2,000	12.10	-2.06
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES & D.C.	46,337,802	41,544,000	41,638,000	-4,699,802	94,000	-10.14	0.23

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3-21 YEAR OLD AGE GROUP.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

(T5A3C3)

TABLE AF4

ESTIMATED RESIDENT POPULATIONS BY STATE FOR 18–21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976–77	1986–87	1987–88	1987–88 LESS 1976–77	1987–88 LESS 1986–87	1987–88 LESS 1976–77	1987–88 LESS 1986–87
ALABAMA	287,706	264,000	257,000	−30,706	−7,000	−10.67	−2.65
ALASKA	44,521	37,000	35,000	−9,521	−2,000	−21.38	−5.41
ARIZONA	177,325	206,000	204,000	26,675	−2,000	15.04	−0.97
ARKANSAS	152,000	150,000	145,000	−7,000	−5,000	−4.61	−3.33
CALIFORNIA	1,736,283	1,611,000	1,608,000	−128,283	−3,000	−7.39	−0.19
COLORADO	228,763	199,000	197,000	−31,763	−2,000	−13.88	−1.01
CONNECTICUT	236,324	202,000	195,000	−41,324	−7,000	−17.49	−3.47
DELAWARE	50,995	42,000	41,000	−9,995	−1,000	−19.60	−2.38
DISTRICT OF COLUMBIA	62,477	36,000	35,000	−27,477	−1,000	−43.98	−2.78
FLORIDA	594,118	656,000	649,000	54,882	−7,000	9.24	−1.07
GEORGIA	408,759	410,000	405,000	−3,759	−5,000	−0.92	−1.22
HAWAII	84,792	72,000	71,000	−13,792	−1,000	−16.27	−1.39
IDAHO	65,779	62,000	61,000	−4,779	−1,000	−7.26	−1.61
ILLINOIS	872,856	716,000	694,000	−178,856	−22,000	−20.49	−3.07
INDIANA	424,812	353,000	344,000	−80,812	−9,000	−19.02	−2.55
IOWA	218,835	174,000	168,000	−50,835	−6,000	−23.23	−3.45
KANSAS	193,036	148,000	144,000	−49,036	−4,000	−25.40	−2.70
KENTUCKY	271,761	246,000	238,000	−33,761	−8,000	−12.42	−3.25
LOUISIANA	322,007	304,000	288,000	−34,007	−16,000	−10.56	−5.26
MAINE	83,226	76,000	75,000	−8,226	−1,000	−9.88	−1.32
MARYLAND	343,897	298,000	290,000	−53,897	−8,000	−15.67	−2.68
MASSACHUSETTS	474,305	384,000	373,000	−101,305	−11,000	−21.36	−2.86
MICHIGAN	757,757	599,000	587,000	−170,757	−12,000	−22.53	−2.00
MINNESOTA	328,124	261,000	254,000	−74,124	−7,000	−22.59	−2.68
MISSISSIPPI	188,496	180,000	174,000	−14,496	−6,000	−7.69	−3.33
MISSOURI	378,532	308,000	299,000	−79,532	−9,000	−21.01	−2.92
MONTANA	60,456	48,000	46,000	−14,456	−2,000	−23.91	−4.17
NEBRASKA	126,150	97,000	94,000	−32,150	−3,000	−25.49	−3.09
NEVADA	48,088	54,000	54,000	5,912	0	12.29	0.00
NEW HAMPSHIRE	62,335	68,000	68,000	5,665	0	9.09	0.00
NEW JERSEY	519,260	482,000	466,000	−53,260	−16,000	−10.26	−3.32
NEW MEXICO	102,000	96,000	94,000	−8,000	−2,000	−7.84	−2.08
NEW YORK	1,317,403	1,125,000	1,089,000	−228,403	−36,000	−17.34	−3.20
NORTH CAROLINA	449,008	422,000	418,000	−31,008	−4,000	−6.91	−0.95
NORTH DAKOTA	55,727	43,000	41,000	−14,727	−2,000	−26.43	−4.65
OHIO	861,830	667,000	652,000	−209,830	−15,000	−24.35	−2.25
OKLAHOMA	215,238	203,000	195,000	−20,238	−8,000	−9.40	−3.94
OREGON	174,536	151,000	151,000	−23,536	0	−13.48	0.00
PENNSYLVANIA	877,981	735,000	714,000	−163,981	−21,000	−18.68	−2.86
PUERTO RICO	–	–	–	–	–	–	–
RHODE ISLAND	73,430	64,000	63,000	−10,430	−1,000	−14.20	−1.56
SOUTH CAROLINA	244,123	232,000	228,000	−16,123	−4,000	−6.60	−1.72
SOUTH DAKOTA	57,186	44,000	42,000	−15,186	−2,000	−26.56	−4.55
TENNESSEE	321,822	302,000	297,000	−24,822	−5,000	−7.71	−1.66
TEXAS	1,032,018	1,048,000	1,026,000	−6,018	−22,000	−0.58	−2.10
UTAH	113,350	106,000	108,000	−5,350	2,000	−4.72	1.89
VERMONT	39,470	36,000	36,000	−3,470	0	−8.79	0.00
VIRGINIA	446,620	393,000	389,000	−57,620	−4,000	−12.90	−1.02
WASHINGTON	292,683	265,000	265,000	−27,683	0	−9.46	0.00
WEST VIRGINIA	127,864	120,000	117,000	−10,864	−3,000	−8.50	−2.50
WISCONSIN	377,316	307,000	296,000	−81,316	−11,000	−21.55	−3.58
WYOMING	31,309	30,000	28,000	−3,309	−2,000	−10.57	−6.67
AMERICAN SAMOA	–	–	–	–	–	–	–
GUAM	–	–	–	–	–	–	–
NORTHERN MARIANAS	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	–	–	–	–	–	–	–
50 STATES & D.C.	17,014,688	15,132,000	14,808,000	−2,206,688	−324,000	−12.97	−2.14

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU. THE 1976–77 DATA FOR THE 3–5, 6–17, AND 18–21 YEAR OLD AGE GROUPS WERE ESTIMATED FROM THE 3–21 YEAR OLD AGE GROUP.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

(T5A3C4)

TABLE AF5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS

	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
STATE	1976-77	1986-87	1987-88	1987-88 LESS 1976-77	1987-88 LESS 1986-87	1987-88 LESS 1976-77	1987-88 LESS 1986-87
ALABAMA	752,587	733,735	729,234	-23,273	-4,501	-3.09	-0.61
ALASKA	91,190	107,848	105,678	14,488	-2,170	15.89	-2.01
ARIZONA	502,817	534,538	572,421	69,604	37,883	13.84	7.09
ARKANSAS	460,593	437,438	437,036	-23,557	-402	-5.11	-0.09
CALIFORNIA	4,380,300	4,377,989	4,489,322	109,022	111,333	2.49	2.54
COLORADO	570,000	558,415	560,236	-9,764	1,821	-1.71	0.33
CONNECTICUT	635,000	468,847	465,465	-169,535	-3,382	-26.70	-0.72
DELAWARE	122,273	94,410	95,659	-26,614	1,249	-21.77	1.32
DISTRICT OF COLUMBIA	125,848	85,612	86,435	-39,413	823	-31.32	0.96
FLORIDA	1,537,336	1,607,320	1,664,774	127,438	57,454	8.29	3.57
GEORGIA	1,095,142	1,096,425	1,110,947	15,805	14,522	1.44	1.32
HAWAII	174,943	164,640	166,160	-8,783	1,520	-5.02	0.92
IDAHO	200,005	208,391	212,444	12,439	4,053	6.22	1.94
ILLINOIS	2,238,129	1,825,185	1,811,446	-426,683	-13,739	-19.06	-0.75
INDIANA	1,163,179	966,780	964,129	-199,050	-2,651	-17.11	-0.27
IOWA	605,127	481,286	480,826	-124,301	-460	-20.54	-0.10
KANSAS	436,526	416,091	421,112	-15,414	5,021	-3.53	1.21
KENTUCKY	694,000	642,778	642,696	-51,304	-82	-7.39	-0.01
LOUISIANA	839,499	795,188	793,093	-46,406	-2,095	-5.53	-0.26
MAINE	248,822	211,752	211,817	-37,005	65	-14.87	0.03
MARYLAND	860,929	675,747	683,797	-177,132	8,050	-20.57	1.19
MASSACHUSETTS	1,172,000	833,918	825,320	-346,680	-8,598	-29.58	-1.03
MICHIGAN	2,035,703	1,681,880	1,606,344	-429,359	-75,536	-21.09	-4.49
MINNESOTA	862,591	711,134	721,481	-141,110	10,347	-16.36	1.46
MISSISSIPPI	510,209	498,639	505,550	-4,659	6,911	-0.91	1.39
MISSOURI	950,142	800,606	802,060	-148,082	1,454	-15.59	0.18
MONTANA	170,552	153,330	152,207	-18,345	-1,123	-10.76	-0.73
NEBRASKA	312,024	267,139	268,100	-43,924	961	-14.08	0.36
NEVADA	141,791	161,239	168,353	26,562	7,114	18.73	4.41
NEW HAMPSHIRE	175,496	163,717	166,045	-9,451	2,328	-5.39	1.42
NEW JERSEY	1,427,000	1,107,467	1,092,982	-334,018	-14,485	-23.41	-1.31
NEW MEXICO	284,719	281,943	287,229	2,510	5,286	0.88	1.87
NEW YORK	3,378,997	2,607,719	2,594,070	-784,927	-13,649	-23.23	-0.52
NORTH CAROLINA	1,191,316	1,085,248	1,085,976	-105,340	728	-8.84	0.07
NORTH DAKOTA	129,106	120,616	119,004	-10,102	-1,612	-7.82	-1.34
OHIO	2,249,440	1,792,875	1,793,411	-456,029	536	-20.27	0.03
OKLAHOMA	597,665	593,183	584,212	-13,453	-8,971	-2.25	-1.51
OREGON	474,707	449,307	455,895	-18,812	6,588	-3.96	1.47
PENNSYLVANIA	2,193,673	1,674,161	1,668,542	-525,131	-5,619	-23.94	-0.34
PUERTO RICO	688,592	-	52	-688,540	-	-99.99	-
RHODE ISLAND	172,373	134,126	134,061	-38,312	-65	-22.23	-0.05
SOUTH CAROLINA	620,711	611,629	614,921	-5,790	3,292	-0.93	0.54
SOUTH DAKOTA	148,080	125,458	126,817	-21,263	1,359	-14.36	1.08
TENNESSEE	841,974	818,073	823,783	-18,191	5,710	-2.16	0.70
TEXAS	2,822,754	3,209,515	3,236,787	414,033	27,272	14.67	0.85
UTAH	314,471	415,994	423,386	108,915	7,392	34.63	1.78
VERMONT	104,356	92,112	92,755	-11,601	643	-11.12	0.70
VIRGINIA	1,100,723	975,135	979,417	-121,306	4,282	-11.02	0.44
WASHINGTON	780,730	761,428	775,755	-4,975	14,327	-0.64	1.88
WEST VIRGINIA	404,771	351,837	344,236	-60,535	-7,601	-14.96	-2.16
WISCONSIN	945,337	767,819	772,363	-172,974	4,544	-18.30	0.59
WYOMING	90,587	100,955	98,455	7,868	-2,500	8.69	-2.48
AMERICAN SAMOA	9,950	-	14	-9,936	-	-99.86	-
GUAM	28,570	-	25,676	-2,894	-	-10.13	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	25,026	-	24,435	-591	-	-2.36	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES, D.C. & P.R.	45,026,755	39,838,617	40,024,296	-5,002,459	185,679	-11.11	0.47

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

1987-88 DATA ARE ESTIMATES FROM NCES.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1988.

(T5A3E7)

TABLE AG1

STATE GRANT AWARDS UNDER CHAPTER 1 OF ECIA (SOP), EHA-B, PRESCHOOL GRANT PROGRAM AND PART-H

APPROPRIATION YEAR 1988
ALLOCATION YEAR 1989

STATE	CHAPTER 1 OF ECIA (SOP)	EHA-B	PRESCHOOL GRANT PROGRAM	PART-H
ALABAMA	593,370	31,294,947	14,392,880	1,010,402
ALASKA	2,109,932	3,193,828	457,794	327,644
ARIZONA	584,865	17,468,827	2,247,558	993,081
ARKANSAS	1,481,670	14,468,464	2,693,098	588,920
CALIFORNIA	1,213,565	135,108,120	30,252,951	7,875,365
COLORADO	2,582,710	15,785,947	2,944,838	923,796
CONNECTICUT	2,273,855	20,203,507	2,097,033	739,037
DELAWARE	2,402,886	3,654,302	842,773	327,644
DISTRICT OF COLUMBIA	2,903,872	911,008	371,730	327,644
FLORIDA	4,241,065	61,607,993	10,714,336	2,765,616
GEORGIA	1,284,173	29,825,077	5,761,918	1,628,191
HAWAII	258,101	3,768,260	409,433	327,644
IDAHO	120,693	6,248,190	620,765	327,644
ILLINOIS	22,242,455	69,734,186	5,096,606	2,996,565
INDIANA	4,273,992	32,742,953	2,521,412	1,339,505
IOWA	222,809	18,550,773	2,496,366	681,300
KANSAS	1,201,093	13,518,365	620,007	663,979
KENTUCKY	1,471,137	24,256,334	5,822,644	889,154
LOUISIANA	2,328,403	21,330,838	5,864,182	1,351,052
MAINE	569,104	8,969,619	3,268,496	327,644
MARYLAND	1,196,263	29,203,935	4,466,737	1,137,424
MASSACHUSETTS	10,732,014	42,860,111	5,200,449	1,351,052
MICHIGAN	7,513,283	49,307,397	2,271,828	2,292,170
MINNESOTA	284,818	27,322,952	3,731,909	1,120,103
MISSISSIPPI	420,450	19,091,746	8,286,481	733,263
MISSOURI	1,148,246	32,225,169	1,687,457	1,275,994
MONTANA	359,729	4,884,659	355,470	327,644
NEBRASKA	130,409	10,006,512	863,679	427,256
NEVADA	304,407	4,811,447	802,887	327,644
NEW HAMPSHIRE	564,909	5,192,414	797,057	327,644
NEW JERSEY	4,047,382	55,407,507	7,186,736	1,755,213
NEW MEXICO	221,000	10,238,405	644,527	461,898
NEW YORK	29,011,724	80,928,652	1,306,000	4,307,201
NORTH CAROLINA	1,256,084	35,292,450	4,353,277	1,495,395
NORTH DAKOTA	329,545	3,920,978	450,906	327,644
OHIO	3,808,853	63,307,437	3,404,627	2,661,688
OKLAHOMA	536,631	20,750,775	2,155,200	894,928
OREGON	3,703,618	13,972,213	558,036	658,205
PENNSYLVANIA	14,166,395	61,824,979	10,059,520	2,684,783
PUERTO RICO	252,200	12,128,995	3,617,829	1,195,162
RHODE ISLAND	579,984	6,285,624	1,244,316	327,644
SOUTH CAROLINA	382,666	24,557,463	6,523,709	871,833
SOUTH DAKOTA	223,426	4,610,032	825,882	327,644
TENNESSEE	545,093	32,149,307	1,805,047	1,120,103
TEXAS	5,425,071	99,480,750	11,833,165	5,179,035
UTAH	965,543	14,120,293	1,188,263	629,336
VERMONT	1,604,084	3,154,738	462,519	327,644
VIRGINIA	892,630	34,426,164	3,732,127	1,437,658
WASHINGTON	2,284,009	23,073,680	4,646,060	1,172,067
WEST VIRGINIA	918,966	14,789,138	1,536,213	404,161
WISCONSIN	1,738,720	24,893,377	4,257,708	1,229,804
WYOMING	813,031	3,199,791	166,800	327,644
AMERICAN SAMOA	28,527	1,302,031	34,158	101,691
GUAM	182,537	3,737,728	189,948	271,177
NORTHERN MARIANAS	184,770	635,687	207,177	67,794
TRUST TERRITORIES	-	4,866,284	538,344	26,135
VIRGIN ISLANDS	72,233	3,458,877	165,132	203,383
BUR. OF INDIAN AFFAIRS	-	17,675,765	-	-
U.S. & INSULAR AREAS	151,269,000	1,431,737,000	201,054,000	66,198,891
50 STATES, D.C. & P.R.	150,800,933	1,400,060,628	199,919,241	65,428,711

DATA AS OF OCTOBER 1, 1988.

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TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR
SPECIAL EDUCATION AND RELATED SERVICES
FOR THE 1984-85 SCHOOL YEAR

	SPECIAL EDUCATION			RELATED SERVICES		
STATE	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	4,399,436	33,106,207	2,007,494	1,478,925	1,285,119	163,019
ALASKA	3,042,212	35,508,192	4,026,381	1,118,646	6,709,755	1,965,937
ARIZONA	-	-	-	-	-	-
ARKANSAS	7,075,163	35,407,199	17,836,710	4,949,854	2,855,200	1,438,334
CALIFORNIA	72,698,170	842,257,357	85,777,913	15,801,995	183,634,674	18,087,162
COLORADO	10,702,674	38,780,939	64,490,695	5,958,915	23,892,856	34,641,088
CONNECTICUT	-	-	-	-	-	-
DELAWARE	10,248,680	24,769,712	8,975,477	254,434	3,481,466	557,081
DISTRICT OF COLUMBIA	3,024,595	29,402,734	-	510,089	5,109,776	-
FLORIDA	11,829,458	210,070,295	98,578,813	21,501,547	104,907,615	52,404,461
GEORGIA	23,325,915	153,956,057	61,792,022	6,067,512	10,040,291	7,205,407
HAWAII	3,324,558	26,099,508	29,424,066	131,706	4,740,309	4,872,015
IDAHO	2,676,395	33,648,140	-	1,318,224	3,024,275	-
ILLINOIS	-	-	-	-	-	-
INDIANA	24,979,243	78,707,649	57,893,249	7,087,394	11,406,338	11,738,838
IOWA	2,235,748	73,749,724	19,040,222	10,955,816	52,701,785	12,951,095
KANSAS	8,481,500	45,403,100	44,648,487	2,918,365	25,014,774	15,362,920
KENTUCKY	21,959,507	103,745,673	28,011,332	3,574,803	16,888,830	4,559,984
LOUISIANA	12,106,555	145,852,484	38,612,741	2,479,656	39,232,576	6,278,310
MAINE	7,441,033	32,166,023	23,530,710	1,021,121	1,653,145	1,352,573
MARYLAND	20,311,404	67,779,332	102,900,761	3,719,461	24,372,515	29,676,445
MASSACHUSETTS	19,320,961	92,497,007	104,242,358	20,115,614	96,272,395	108,497,149
MICHIGAN	35,580,894	74,483,454	230,955,877	11,006,641	23,040,811	71,444,197
MINNESOTA	17,419,000	128,701,000	72,453,000	2,118,000	22,981,000	16,983,000
MISSISSIPPI	-	56,145,524	-	-	13,140,903	-
MISSOURI	18,654,650	184,400,928	-	5,435,676	60,306,400	-
MONTANA	2,985,347	22,254,033	2,893,024	611,457	4,558,055	592,547
NEBRASKA	5,534,896	38,691,258	22,427,251	2,626,639	8,805,063	1,180,382
NEVADA	2,792,774	39,640,807	8,284,136	1,073,430	1,079,033	632,494
NEW HAMPSHIRE	2,048,581	7,159,915	31,806,409	1,890,998	2,515,640	4,337,238
NEW JERSEY	38,926,757	350,785,908	212,820,826	4,325,195	38,976,212	23,646,758
NEW MEXICO	5,214,529	71,880,584	1,024,180	1,078,339	19,257,408	388,837
NEW YORK	66,129,000	843,450,000	934,875,000	22,043,000	281,150,000	311,625,000
NORTH CAROLINA	30,144,076	145,570,719	13,744,489	6,700,969	16,989,136	2,897,099
NORTH DAKOTA	711,907	9,405,511	13,877,588	1,830,617	3,038,409	5,396,840
OHIO	42,707,753	467,976,080	246,391,812	10,676,938	116,994,020	61,597,953
OKLAHOMA	-	-	-	-	-	-
OREGON	9,340,199	19,143,201	72,127,324	3,014,561	6,170,494	23,279,189
PENNSYLVANIA	58,377,333	306,996,323	1,280,382	1,398,925	18,114,235	426,794
PUERTO RICO	6,862,666	-	17,879,372	2,369,103	-	3,627,188
RHODE ISLAND	-	-	-	-	-	-
SOUTH CAROLINA	12,525,206	47,635,281	22,930,984	4,930,147	12,700,408	3,006,255
SOUTH DAKOTA	2,647,341	7,522,877	11,052,135	1,081,308	4,610,796	6,773,889
TENNESSEE	15,985,340	93,053,375	24,268,290	9,388,220	3,877,225	1,826,645
TEXAS	52,382,259	304,949,820	210,771,554	14,024,023	60,694,841	33,915,964
UTAH	8,555,619	57,831,349	1,588,353	2,225,862	5,530,281	268,746
VERMONT	2,578,889	12,945,375	9,840,020	44,918	78,450	1,142,307
VIRGINIA	18,386,780	41,004,729	102,217,109	3,250,937	3,965,356	26,699,743
WASHINGTON	8,674,972	132,879,334	33,219,834	4,879,672	33,219,833	8,304,959
WEST VIRGINIA	11,106,587	63,046,476	8,935,084	1,234,065	7,005,164	992,787
WISCONSIN	19,509,865	145,990,931	43,708,331	7,772,133	51,734,190	77,865,224
WYOMING	1,727,593	12,954,877	10,529,270	561,547	8,751,742	5,134,036
AMERICAN SAMOA	453,224	-	-	101,751	-	-
GUAM	1,401,369	4,031,495	0	191,750	476,300	0
NORTHERN MARIANAS	300,000	150,000	0	105,000	50,000	0
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	768,848,613	5,793,588,576	3,153,691,065	238,955,898	1,447,933,105	1,005,737,889
50 STATES, D.C. & P.R.	766,694,020	5,789,407,081	3,153,691,065	238,557,397	1,447,406,805	1,005,737,889

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA NOTE FOR EXPENDITURES IS AFTER EXPENDITURE TABLES.

DATA AS OF OCTOBER 1, 1988.

(T1A885)

TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR
SPECIAL EDUCATION AND RELATED SERVICES
FOR THE 1984-85 SCHOOL YEAR

STATE	TOTAL FEDERAL	TOTAL STATE	TOTAL LOCAL
ALABAMA	5,070,361	34,391,406	2,170,513
ALASKA	4,100,858	42,217,947	5,992,318
ARIZONA	13,293,183	70,959,310	51,950,763
ARKANSAS	12,025,017	38,262,399	19,275,044
CALIFORNIA	88,500,165	1,025,892,031	103,865,075
COLORADO	16,661,589	62,673,795	99,131,783
CONNECTICUT	12,873,130	106,297,503	133,539,097
DELAWARE	10,503,114	20,251,178	9,532,558
DISTRICT OF COLUMBIA	3,534,684	34,512,510	-
FLORIDA	33,331,005	314,977,910	150,983,274
GEORGIA	29,393,427	163,996,348	68,997,429
HAWAII	3,456,264	30,839,817	34,296,081
IDAHO	3,994,619	36,672,415	-
ILLINOIS	91,310,254	516,014,146	615,972,227
INDIANA	32,066,637	90,113,987	69,632,087
IOWA	13,191,564	126,451,509	31,991,317
KANSAS	11,399,865	70,417,874	60,011,407
KENTUCKY	25,534,310	120,634,503	32,571,316
LOUISIANA	14,506,211	185,085,060	44,891,051
MAINE	8,462,154	33,819,168	24,883,283
MARYLAND	24,030,065	92,151,847	132,577,206
MASSACHUSETTS	39,436,575	188,769,402	212,739,507
MICHIGAN	46,587,535	97,524,265	302,400,074
MINNESOTA	19,537,000	151,682,000	89,436,000
MISSISSIPPI	13,354,460	69,206,427	9,459,230
MISSOURI	24,090,326	244,797,328	-
MONTANA	3,596,804	26,812,088	3,485,571
NEBRASKA	8,161,535	47,496,321	23,607,633
NEVADA	3,866,204	41,519,840	8,916,630
NEW HAMPSHIRE	3,939,579	9,675,561	36,143,647
NEW JERSEY	43,251,952	389,762,120	236,467,584
NEW MEXICO	6,292,868	91,137,992	1,413,017
NEW YORK	88,172,000	1,124,600,000	1,246,500,000
NORTH CAROLINA	36,845,045	162,559,855	16,641,588
NORTH DAKOTA	2,542,524	12,443,920	19,274,428
OHIO	53,384,691	584,970,100	307,989,765
OKLAHOMA	16,461,668	30,171,033	-
OREGON	12,354,760	25,321,695	95,406,513
PENNSYLVANIA	59,776,258	325,110,558	1,707,176
PUERTO RICO	9,231,769	-	21,506,560
RHODE ISLAND	5,348,675	71,349,720	-
SOUTH CAROLINA	17,455,353	60,335,689	25,937,239
SOUTH DAKOTA	3,720,649	12,133,673	17,826,024
TENNESSEE	25,373,560	96,930,600	26,094,935
TEXAS	66,406,282	365,644,661	244,687,518
UTAH	10,781,481	63,361,630	1,857,099
VERMONT	2,623,807	13,023,825	10,982,327
VIRGINIA	21,637,717	44,970,085	120,916,852
WASHINGTON	13,554,644	166,099,167	41,524,793
WEST VIRGINIA	12,340,652	70,051,640	9,927,871
WISCONSIN	27,201,990	197,725,121	121,573,555
WYOMING	2,289,140	21,706,619	15,663,306
AMERICAN SAMOA	554,975	171,981	-
GUAM	1,593,119	4,507,795	0
NORTHERN MARIANAS	405,000	200,000	0
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-
U.S. & INSULAR AREAS	1,160,445,581	8,042,485,682	4,970,350,271
50 STATES, D.C. & P.R.	1,157,892,787	8,037,605,906	4,970,350,271

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1988.

(T1AB85)

NOTES FOR APPENDIX A

Table AB1--LRE Data Notes

A dash on the tables indicates that the data were not available for the State.

Note: Data on the number of handicapped children served in correctional facilities is a duplicated count of children reported as served in the other eight educational environments.

Alabama--The State combined counts of students served in regular classes and resource rooms; these data are reported under the resource room category.

California--This State combined counts of students served in public separate school facilities and in homebound/hospital environments with counts of students served in separate classes; these data are presented under the separate class category. The State combined counts of students served in private residential facilities with counts of students served in private separate school facilities; these data are presented under the private separate school facility category. In addition, the State did not report counts of students receiving services under Chapter 1 of ECIA (SOP); therefore counts of students receiving services in public residential facilities were not available.

Colorado--The State combined counts of other health impaired and orthopedically impaired students; these data are presented under the orthopedically impaired category.

Florida--The State did not report counts of multihandicapped students because Florida reports students according to their primary handicap.

Idaho--Youth counted as being served in public separate school facilities include 18 to 21 year olds served in postsecondary vocational education programs. Youth counted under homebound/hospital environments include 18 to 21 year olds in vocational rehabilitation programs.

Illinois--The State did not report data on multihandicapped students because Illinois reports students according to their primary handicap.

Iowa--The State reported counts of other health impaired students under data for the orthopedically impaired or the multihandicapped. The State reported counts of students served in public separate school facilities, private separate school facilities, and private residential facilities under counts of students placed in separate classes.

Kansas--The State combined counts of students served in regular class and resource rooms; the data are presented under the regular class category.

Michigan--The State combined counts of deaf-blind students and multihandicapped students; these data are presented under multihandicapped.

Mississippi--The State combined counts of orthopedically impaired and other health impaired students; these data are presented under the orthopedically impaired category.

Montana--The State included counts of non-categorical 3 to 5 year old students served in its counts of 3 to 5 year olds; the total reflects these counts.

Nebraska--The State combined counts of orthopedically impaired and other health impaired students; these data are presented under the orthopedically impaired category. The State combined counts of deaf-blind and multihandicapped students; these data are presented under the multihandicapped category.

New York--The State combined counts of deaf-blind and multihandicapped students; these data are presented under the multihandicapped category.

Ohio--The State combined counts of orthopedically impaired and other health impaired students; the data are presented under the orthopedically impaired category.

Oklahoma--The State provided a combine counts of students ages 3 to 21 served in correction facilities under public residential facilities. These data were presented in the 18 to 21 year old age group.

Pennsylvania--The State included counts of brain damaged students within the count of learning disabled students. Data provided on students served in correctional facilities include those served in facilities whose residents are court committed, including populations of dependent and neglected students.

West Virginia--The State included counts of non-categorized preschool children in its counts of 3 to 5 year olds; the totals reflect these counts. The State reported in addition, 526 exceptional students in programs supported by the West Virginia Department of Health.

Tables AC1 and AC2--Personnel Employed and Needed

A dash on the tables indicates that the data were not available for the State.

Some States were unable to report some teachers according to handicapping condition served; these teachers are included in the "All Conditions" category.

Alabama--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data are presented under the orthopedically impaired category.

California--The State reported data for itinerant consulting teachers which included speech pathologists, speech therapists, and other instructional staff; these data are subsumed under the total for personnel employed and needed.

Colorado--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data are presented under the orthopedically impaired category.

Florida--The State combined counts of teachers of the hard of hearing with counts of teachers of the speech/language impaired or teachers of the deaf; the data are presented under the speech or language impaired and the hard of hearing and deaf category. The State reports students in the area of their major handicap; therefore no teachers of the multihandicapped were reported.

Georgia--The State did not report data on teachers employed and needed to serve the multihandicapped; these data are subsumed under data for other handicapping conditions.

Guam--The State reported data on personnel for other diagnostic staff; these data are counted under diagnostic staff. The State also reported staff as other professionals; these data are presented under noninstructional staff.

Hawaii--The State reported counts of teachers employed serving the other health impaired with teachers employed serving the orthopedically impaired; the data are presented under the orthopedically impaired category.

Illinois--The State reported combined counts of teachers employed and needed to serve early childhood and cross-categorical students; these counts are included in the total counts of teachers. The State reported data on teachers needed to serve students according to their primary handicap; therefore no teachers of the multihandicapped are reported. In addition, the State included 444.4 "other instructional staff" counts in its counts of total personnel employed.

Kansas--The State reported counts of early childhood teachers; these counts were subsumed under the total count of teachers. The State reported counts of teachers employed to serve noncategorical students; these counts are included in the total counts of teachers employed.

Louisiana--The State combined counts of all types of teachers employed and needed; these data are presented under the teachers of separate classes category.

Maryland--The State reported data for speech/language pathologists under a separate category; these data are counted under itinerant/consulting teachers for the speech or language impaired.

Michigan--The State combined counts of teachers of the other health impaired and the autistic with counts of teachers of the orthopedically impaired; the data are presented under the orthopedically impaired category. The State reported counts of teachers of the deaf-blind with teachers of the multihandicapped; the data are reported under the multihandicapped category. The State included counts of teachers that serve pre-primary impaired students with counts of teachers of students with specific learning disabilities.

Minnesota--The State reported counts for preschool teachers that were subsumed under total counts of teachers employed and needed.

Mississippi--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data are presented under the orthopedically impaired category.

Missouri--The State was unable to report counts of teachers needed by teacher type; the counts are presented under the teachers of separate class category.

Montana--The State reported only total counts because its service delivery model is noncategorical.

Nebraska--The State combined data on teachers of the other health impaired and the orthopedically impaired; these data are presented under the orthopedically impaired category. The State combined counts of teachers of the deaf-blind and the multihandicapped; these data are presented under the multihandicapped category. The State reported data on teachers of multicategorical students; these data are subsumed under the totals.

New Jersey--The State reported that a decrease in the count of diagnostic staff employed and an increase in the count of other noninstructional staff employed over previous years' data is due to a new definition of other noninstructional staff.

New Mexico--The State reported counts of teachers employed to serve cross-categorical students; these data are included in the total number of teachers employed. The State combined counts of teachers employed to serve the deaf-blind and the multihandicapped; these data are presented under the multihandicapped category.

New York--The State combined counts of teachers of the deaf-blind and the multihandicapped; these data are presented under the multihandicapped category. The State reported counts of teachers of mixed or uncategorized students; these counts are subsumed into the total number of personnel. The State did not report data on itinerant/consulting teachers; these data are subsumed under other teacher categories.

Ohio--The State combined counts of teachers of the other health impaired and the orthopedically impaired; these data are presented under the orthopedically impaired category.

Pennsylvania--The State included counts of personnel that serve brain damaged children under counts of teachers that serve learning disabled children.

South Dakota--The State did not report teacher counts by handicapping condition because its service delivery pattern is noncategorical and teachers have generic certification.

Texas--The State did not report the number of vacancies available because the State currently exceeds their full-service goal.

Utah--The State reported counts of itinerant/consulting teachers employed to serve cross-categorical students; these data are included in the total counts.

Washington--The State did not provide counts of teacher vacancies available by handicapping condition; these are primarily cross-categorical teachers in rural or remote areas.

West Virginia--The State reported counts of teachers of the preschool handicapped; these counts are included in the total for each teacher type.

Wisconsin--The State combined counts of teachers of hard of hearing students and deaf; these data are presented under the deaf category. Wisconsin does not use the other health impaired category. The State places "physically handicapped" in the orthopedically impaired category. The number of teachers employed includes early childhood, multicategorical, and Special Needs Delivery System teachers who were proportioned by percentage of children enrolled by handicapping conditions.

BIA--BIA reported data on personnel for other diagnostic staff; these data were reported under diagnostic staff. BIA also reported data on personnel for other professionals; these data are presented under noninstructional staff.

Northern Marianas--The State reported data on personnel for other diagnostic staff; these data were reported under diagnostic staff. The State also reported data on personnel for other professionals; these data are presented under noninstructional staff.

Tables AD1 and AD2--Exiting Data Notes

A dash on the tables indicates the data were not available for the State.

Colorado--The State combined counts of other health impaired students with counts of services needed by orthopedically impaired students; these data are presented under the orthopedically impaired category. The State includes students who have exited by withdrawing or by other reasons under the status unknown category.

Florida--The State did not provide exiting data for the multihandicapped because the State counts students under their primary area of disability.

Illinois--The State does not have a category for the multihandicapped.

Iowa--The State includes counts for other health impaired with orthopedically impaired or multihandicapped.

Massachusetts--The State only recognizes graduation with a diploma as an exiting criteria; data are not available for students exiting by status unknown, or certificate of completion/fulfillment of IEP requirement.

Michigan--The State included counts of autistic students with counts for the orthopedically impaired. The State subsumed counts for the deaf-blind under counts for the multihandicapped.

Mississippi--The State combined counts of other health impaired with counts for the orthopedically impaired; these data are included under the orthopedically impaired category.

Nebraska--The State combined other health impaired with other categories, namely orthopedically impaired. The State combined counts of deaf-blind and multihandicapped students; the data are presented under multihandicapped.

North Dakota--The State does not collect exiting data for the multihandicapped.

Ohio--The State combined counts of other health impaired students with counts of orthopedically impaired students; these data are presented under the orthopedically impaired category.

Pennsylvania--The State included counts of the brain-damaged in its counts of students exiting with specific learning disabilities. The State includes students exiting for other reasons in the status unknown category.

South Carolina--The State only reflects the data from the South Carolina School for the Deaf and Blind under deaf students exiting. The State subsumed counts of deaf-blind students under counts of mentally retarded and multihandicapped students.

Texas--The State was unable to report exiting data by individual age year; the data are presented under the age 21 category. In Texas, handicapped students receive a diploma if either of the following conditions are met: 1) completion of the minimum academic credit requirements for graduation applicable to nonhandicapped students; or 2) completion of requirements specified in the IEP.

American Samoa--Students were counted as mentally retarded unless obviously fitting another category; therefore, counts of mentally retarded students include students with other handicapping conditions.

Table AE1--Anticipated Services Data Notes

A dash on the tables indicates the data were not available for the State.

Colorado--The State combined counts of anticipated services needed by other health impaired students with counts of services needed by orthopedically impaired students; these data are presented under the orthopedically impaired category.

Florida--The State did not provide counts of anticipated services for the multihandicapped because the State counts students under the area of their primary disability.

Illinois--The State does not provide services to students over age 21. The State does not have a category for multihandicapped.

Iowa--The State includes counts for other health impaired with orthopedically impaired or multihandicapped since other health impaired is not a category in this State.

Massachusetts--The State did not provide data for anticipated services; data reported in these tables are data on the number of anticipated services needed by children 16 years and older leaving the educational system during the 1985-86 school year.

Michigan--The State subsumed counts of anticipated services for the deaf-blind under counts of anticipated services for the multihandicapped.

Minnesota--The State did not provide data on anticipated services for the multihandicapped.

Mississippi--The State combined counts of anticipated services for the other health impaired with counts for the orthopedically impaired; these data are included under the orthopedically impaired category.

Nebraska--The State combined counts for the other health impaired with counts from other categories namely orthopedically impaired. The State subsumed counts of anticipated services for the deaf-blind under counts of services for the multihandicapped.

New York--The State reported estimated total data for anticipated services.

North Dakota--The State does not collect anticipated services for multihandicapped.

Ohio--The State combined counts of anticipated services needed by other health impaired students with counts of services needed by orthopedically impaired students; these data are presented under the orthopedically impaired category.

Oklahoma--The State reported counts of students needing case management services; these data are presented under the counseling and guidance category. The State reported counts of students under mental health services and physical restoration; these counts are included under the physical/mental restoration category. The State also reported counts of students needing job training services; these data are presented under the vocational/training category. Finally, the State reported counts of students needing postsecondary education services; these data were presented under the other services category.

Oregon--The State did not provide data for anticipated services; data reported in these tables are data on the number of anticipated services needed by children 16 years and older leaving the educational system during the 1985-86 school year.

Pennsylvania--The State included counts of anticipated services for the brain-damaged in its counts of services for the learning disabled.

South Carolina--The State reported counts of anticipated services for the deaf-blind under counts of services for the mentally retarded and the multihandicapped.

Wisconsin--The State did not report counts of anticipated services for students over the age of 21.

American Samoa--Services for students were reported under the mentally retarded category unless obviously fitting another category; therefore, counts for mentally retarded students include counts for students with other handicapping conditions.

Table AH1--Expenditure Data Notes

A dash on the tables indicates the data were not available for the State.

Alabama--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Alaska--The State reported estimated expenditures for special education and related services from Federal and State sources.

Arizona--The State reported total expenditures only. Arizona was unable to separate expenditures for special education and related services.

Arkansas--The State reported estimated expenditures for special education and related services from State and local sources.

California--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Connecticut--The State reported only total expenditures for special education and related services at the Federal, State, and local levels.

Delaware--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

District of Columbia--The State reported estimated expenditures for special education and related services from Federal and State sources. The district did not report local expenditures.

Idaho--The State reported estimated expenditures for special education and related services from Federal and State sources; the State did not report local expenditures. The State has noted that its exceptional child support program is designed to pay 100 percent of the costs of special education. Local funding is a factor, but those figures are not available.

Illinois--The State reported total expenditures only. Illinois was unable to separate expenditures for special education and related services. The count reported for total local expenditures was estimated.

Iowa--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Kansas--The State reported estimated expenditures for special education and related services at the Federal, State, and local levels.

Kentucky--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Louisiana--The State reported estimated expenditures for special education and related services from Federal and State sources.

Maryland--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Massachusetts--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Michigan--The State reported estimated expenditures for special education and related services from Federal sources.

Mississippi--Mississippi reported only total estimated expenditures at the Federal and local levels. The state reported estimated special education and related services from local sources.

Missouri--The State combined State and local expenditures; the data are presented in the State category. Missouri reported estimated expenditures for related services from State and local funds.

Montana--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Nebraska--The State noted that all figures are actual with the exception of psychological services which are posted in the related services column via a proration procedure.

New Hampshire--The State reported estimated expenditures for special education and related services at the Federal, State and local levels.

New Jersey--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The State noted that the local expenditures increased substantially from the previous year due to a change in the method of collecting the data, not any perceived policy changes.

New York--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

North Dakota--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Ohio--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Oklahoma--The State reported total expenditures only. Oklahoma was unable to separate expenditures for special education and related services. The State combined State and local expenditures; these data are presented in the State category.

Oregon--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Pennsylvania--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The State indicated that all local expenditures does not include local public school expenditures because information is not available.

Puerto Rico--Puerto Rico did not report expenditures at the State level.

Rhode Island--The State combined expenditures from State and local sources. The State reported only total expenditures for special education and related services at the Federal and State levels.

South Carolina--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

South Dakota--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Tennessee--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Texas--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. Texas included all State administered Federal special education expenditures in the Federal category; this category did not include expenditures for State administration. The State included all State foundation funds (less local fund assignments) expended in local schools and State general revenue and available funds expended in special schools and community centers for handicapped students in the State category. The State category did not include funds expended for residential costs or state administration. Also, Texas included local fund assignments for State foundation funds, local salary enrichment for State funded personnel, and local community resources in the local category.

Utah--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Vermont--The State reported estimated expenditures for special education and related services from local sources.

Washington--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

West Virginia--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Wyoming--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Guam--The State reported estimated expenditures for special education and related services from Federal and State sources.

APPENDIX B

ADDITIONAL DATA ON CHILDREN AND YOUTH CLASSIFIED AS DEAF-BLIND

	CHILD COUNT REPORTED UNDER...			CURRENT AGE OF CHILD						TOTAL COUNT
	94-142	89-313	UNKNOWN	0-3	4-7	8-12	13-17	18-21	UNKNOWN	
ALASKA............	16		3		4	5	3	3	4	19
ALABAMA...........	36	24	19	2	20	20	26	11		79
ARKANSAS..........	45	13	10	3	15	10	17	9	14	68
AMERICAN SAMOA....	2	8	1						11	11
ARIZONA...........	38	19		2	13	6	13	10	13	57
CALIFORNIA........	527	28	3	11	97	145	146	123	36	558
COLORADO..........		94	2	6	18	15	34	17	6	96
CONNECTICUT.......	6	43	1		7	10	8	20	5	50
DIST OF COLUMBIA..		18				4	2	10	2	18
DELAWARE..........		38							38	38
FLORIDA...........	60	41	1	1	9	13	37	36	6	102
GEORGIA...........	45	38	90	26	31	28	17	12	59	173
GUAM..............		32			4	6	4		18	32
HAWAII............	8	15			1	5	6	11		23
IOWA..............	17	28		1	4	9	11	17	3	45
IDAHO.............	12								12	12
ILLINOIS..........	11	154	39	30	37	53	34	49	1	204
INDIANA...........	42	94	8	8	23	40	38	16	19	144
N MARIANNES ISLES.	3	19							22	22
KANSAS............	21	33	6	4	20	14	13	9		60
KENTUCKY..........	35	43	12	2	19	22	23	17	7	90
LOUISIANA.........	42	102	15	4	19	32	51	53		159
MASSACHUSETTS.....	18	35	24	3	9	12	15	22	16	77
MARYLAND..........	23	53		1	17	14	15	21	8	76
MAINE.............			14		4	2	1	6	1	14
MICHIGAN..........	1	80	6	1	20	22	15	11	18	87
MINNESOTA.........	72	12	18		12	19	13	12	46	102
MISSOURI..........	131	14		1	32	48	28	19	17	145
MISSISSIPPI.......	29	32	5	2	11	20	21	12		66
MONTANA...........	15	11	13	6	8	6	7	6	6	39
NORTH CAROLINA....	105	89	2	5	19	27	59	39	47	196
NORTH DAKOTA......		17			1	6	5	2	3	17
NEBRASKA..........	68	2							70	70
NEW HAMPSHIRE.....	22	15	10	8	16	5	3	5	10	47
NEW JERSEY........	9	210		15	28	30	45	36	65	219
NEW MEXICO........	33	18	1	1	9	13	17	12		52
NEVADA............	16				8	2	3	3		16
NEW YORK..........	382	98	92	39	122	143	125	134	9	572
OHIO..............		174	3						177	177
OKLAHOMA..........	242	44	4						290	290
OREGON............		105	2	7	11	24	20	30	15	107
PENNSYLVANIA......	33	62			7	23	19	18	28	95
PUERTO RICO.......	21		19						40	40
RHODE ISLAND......	17	11	7	4	6	8	8	5	4	35
SOUTH CAROLINA....	17	56	15	5	12	18	19	25	9	88
SOUTH DAKOTA......	10	41		1	7	19	8	7	9	51
TENNESSEE.........	12	21		1	4	11	4	10	3	33
TEXAS.............	150	152		16	42	70	63	41	70	302

(continued)

	CHILD COUNT REPORTED UNDER...			CURRENT AGE OF CHILD						TOTAL COUNT
	94-142	89-313	UNKNOWN	0-3	4-7	8-12	13-17	18-21	UNKNOWN	
UTAH..............	55	39	11	9	26	25	18	13	14	105
VIRGINIA..........	1	22			2	3	4	10	4	23
VERMONT...........	1	34	2	7	12	7	5	4	2	37
WASHINGTON........	47	30	26	8	20	18	17	26	14	103
WISCONSIN.........	35	9				7	2	7	28	44
WEST VIRGINIA.....	13	14	30	1	1	4	7	6	38	57
TOTAL COUNT.......	2544	2384	514	241	807	1043	1049	965	1337	5442

	HANDICAP REPORTED FOR 313 OR 142												TOTAL COUNT
	MENTAL RETARDATION	SPEECH IMPAIRED	EMOTIONALLY DISTURBED	ORTHOPED IMPAIRED	OTHR HEALTH IMPRD	LEARNING-DISABLED	MULTI-HANDICAPPED	HARD OF HEARING	DEAF	VISUAL HANDICAP	DEAF-BLIND	UNKNOWN	
ALASKA............							16					3	19
ALABAMA...........	13	1		1			14	1	3	2	25	19	79
ARKANSAS..........	2						50				6	10	68
AMERICAN SAMOA....							6				4	1	11
ARIZONA...........	1						38	1	3	4	10		57
CALIFORNIA........	10			2	7		445	12	15	6	58	3	558
COLORADO..........	1						11				82	2	96
CONNECTICUT.......					1				6	42		1	50
DIST OF COLUMBIA..	18												18
DELAWARE..........	1									1	36		38
FLORIDA...........	23	41	1		1		2				33	1	102
GEORGIA...........	4				1		42				36	90	173
GUAM..............	3	1				11	7	2	6		2		32
HAWAII............	7						12		1		3		23
IOWA..............											45		45
IDAHO.............		1				1	9	1					12
ILLINOIS..........	8						62	4	5	2	84	39	204
INDIANA...........	27						75	12	3	12	7	8	144
N MARIANNES ISLES.							3				19		22
KANSAS............							13	2			39	6	60
KENTUCKY..........	22						31	16		5	4	12	90
LOUISIANA.........	26				1		51	3	34	2	27	15	159
MASSACHUSETTS.....					1		7			1	14	54	77
MARYLAND..........										24	52		76
MAINE.............												14	14
MICHIGAN..........							81					6	87
MINNESOTA.........												102	102
MISSOURI..........	17						52		1	1	74		145
MISSISSIPPI.......	15			4			26			4	12	5	66
MONTANA...........							18				8	13	39
NORTH CAROLINA....							15		1		178	2	196
NORTH DAKOTA......											17		17
NEBRASKA..........	47						23						70
NEW HAMPSHIRE.....	1				1		7			11	17	10	47
NEW JERSEY........	1						214		4				219
NEW MEXICO........							27		1		23	1	52
NEVADA............	2						9	4	1				16
NEW YORK..........	62						352		50		4	104	572
OHIO..............	97			2			54	1	5	3	9	6	177
OKLAHOMA..........	3						80		2	3	12	190	290
OREGON............	53	1		3	5			9	6	10	18	2	107
PENNSYLVANIA......	29	1					1	1	1	14	20	28	95
PUERTO RICO.......												40	40
RHODE ISLAND......	11					3	8			4	2	7	35
SOUTH CAROLINA....	53						9	1	3	3	4	15	88

(continued)

	HANDICAP REPORTED FOR 313 OR 142												TOTAL COUNT
	MENTAL RETARDATION	SPEECH IMPAIRED	EMOTIONALLY DISTURBD	ORTHOPED IMPAIRED	OTHR HEALTH IMPRD	LEARNING-DISABLED	MULTI-HANDICAPPED	HARD OF HEARING	DEAF	VISUAL HANDICAP	DEAF-BLIND	UNKNOWN	
SOUTH DAKOTA......											51		51
TENNESSEE.........	5						3		1		24		33
TEXAS.............								101			201		302
UTAH..............					1		13		1		79	11	105
VIRGINIA..........							12				11		23
VERMONT...........	2	1					28			4		2	37
WASHINGTON........	4				2		30	3	9		29	26	103
WISCONSIN.........	8				1		8				27		44
WEST VIRGINIA.....	14						13					30	57
TOTAL COUNT.......	590	47	1	12	22	15	1977	174	162	158	1406	878	5442

	DEGREE OF VISION LOSS					DEGREE OF HEARING LOSS				TOTAL COUNT
	PARTIAL SIGHTED	LEGALLY BLIND	LIGHT PERCP ONLY	TOTALLY BLIND	UNKNOWN	MILD	MODERATE	SEVERE	UNKNOWN	
ALASKA............	4	2	8	1	4	4	4	6	5	19
ALABAMA...........	2	15	6	14	42	6	7	32	34	79
ARKANSAS..........	3	12	9	16	28	7	12	14	35	68
AMERICAN SAMOA....			5	6				5	6	11
ARIZONA...........	7	22	6	6	16	10	9	23	15	57
CALIFORNIA........	61	88	34	69	306	35	55	150	318	558
COLORADO..........	14	29	12	5	36	21	15	19	41	96
CONNECTICUT.......	2	43	2	2	1	5	24	20	1	50
DIST OF COLUMBIA..	1	7		2	8	7	3	5	3	18
DELAWARE..........	10	9		6	13	16	8	11	3	38
FLORIDA...........	8	35	15	34	10	4	13	66	19	102
GEORGIA...........	41	28	25	54	25	14	37	71	51	173
GUAM..............	12	8	3	1	8	7	10	11	4	32
HAWAII............	3	8	6	6			3	18	2	23
IOWA..............	4	5	5	12	19	5	8	14	18	45
IDAHO.............	4		1	3	4	4	4		4	12
ILLINOIS..........	33	73	16	41	41	24	49	91	40	204
INDIANA...........	35	35	12	17	45	25	27	41	51	144
N MARIANNES ISLES.	6	4	3	2	7	4	3	8	7	22
KANSAS............	3	13	10	4	30	7	10	23	20	60
KENTUCKY..........	11	15	56	7	1	8	37	44	1	90
LOUISIANA.........	21	32	12	30	64	25	22	77	35	159
MASSACHUSETTS.....	11	41	14	9	2	15	25	34	3	77
MARYLAND..........	9	35	19	12	1	17	44	15		76
MAINE.............	3	8	3			2	4	8		14
MICHIGAN..........					87				87	87
MINNESOTA.........	14	25	2	7	54	4	17	22	59	102
MISSOURI..........	29	41	21	17	37	35	25	42	43	145
MISSISSIPPI.......	5	18	8	23	12	8	9	24	25	66
MONTANA...........	2	7	10	7	13	1	9	16	13	39
NORTH CAROLINA....	51	102	29	14		36	73	87		196
NORTH DAKOTA......	2	4	5	6		9	1	5	2	17
NEBRASKA..........	2	13	3	1	51	3	15	22	30	70
NEW HAMPSHIRE.....	19	11	6	2	9	9	12	16	10	47
NEW JERSEY........	9	24	46	56	84	1	82	129	7	219
NEW MEXICO........	12	9	7	14	10	5	5	23	19	52
NEVADA............	4	4	2	6		1	3	8	4	16
NEW YORK..........	54	151	55	83	229	45	65	159	303	572
OHIO..............	38	22	29	25	63	46	25	43	63	177
OKLAHOMA..........	40	35	38	17	160	32	26	32	200	290
OREGON............	21	41	18	10	17	18	28	40	21	107
PENNSYLVANIA......	13	26	11	21	24	12	14	26	43	95
PUERTO RICO.......	25			12	3		14	12	14	40
RHODE ISLAND......	3	13	9	5	5	7	14	11	3	35
SOUTH CAROLINA....	13	44	17	13	1	15	30	41	2	88
SOUTH DAKOTA......	5	7	1	13	25	15	2	13	21	51

(continued)

	DEGREE OF VISION LOSS					DEGREE OF HEARING LOSS				TOTAL COUNT
	PARTIAL SIGHTED	LEGALLY BLIND	LIGHT PERCP ONLY	TOTALLY BLIND	UNKNOWN	MILD	MODERATE	SEVERE	UNKNOWN	
TENNESSEE.........	11	8	1	9	4	3	5	22	3	33
TEXAS.............	83	157	24	38		37	50	108	107	302
UTAH..............	10	22	15	8	50	11	22	23	69	105
VIRGINIA..........	4	8	3	8		5	2	16		23
VERMONT...........	5	7	6	2	17	4	7	7	19	37
WASHINGTON........	32	21	10	25	15	12	23	54	14	103
WISCONSIN.........	8	5	2	20	9	2	7	21	14	44
WEST VIRGINIA.....	22	4		16	15	7	4	29	17	57
TOTAL COUNT.......	844	1396	660	837	1705	655	1022	1857	1908	5442

	MAJOR CAUSE OF DEAF-BLINDNESS							OTHER HANDICAP -PRIMARY								TOTAL COUNT
	MATERNAL RUBELLA	MENINGITIS ENCEPH	USHERS SYNDROME	CNS DYSFUNCTION	PERIPH NERVE DYS	OTHER KNOWN CAUSE	UNKNOWN CAUSE	MENTAL RETARDATION	SPEECH IMPAIRED	EMOTIONALLY DISTURBD	ORTHOPEDIC IMPAIRED	OTHR HEALTH IMPRD	LEARNING DISABLED	MULTI-HANDICAPPED	NONE/ MISSING	
ALASKA..........	1	3		8	1	1	5	17						1	1	19
ALABAMA..........	16	7		1		22	33	7	3	1	14	6		22	26	79
ARKANSAS..........	9	5		7		26	21	39	1		13	10			5	68
AMERICAN SAMOA....		3		1		7		11								11
ARIZONA..........	10	1	1	1		25	19			1	1	5		46	4	57
CALIFORNIA........	95	19	2	30	15	138	259	186	8	3	20	32	2	42	265	558
COLORADO..........	11		1	42	3	17	22	64	1		4	3	1	18	5	96
CONNECTICUT.......	25		5	2	3	9	6	31	2		2	1	2		12	50
DIST OF COLUMBIA..	1	1				6	10	12	4		1			1		18
DELAWARE..........	2	1				20	15	32	5						1	38
FLORIDA...........	39	10		3		30	20	44	10		9	33		3	3	102
GEORGIA...........	11	10	6	7	1	74	64	94	19	1	9	14	1	32	3	173
GUAM..............	1	1		5	15	4	6	9	21			1	1			32
HAWAII............	13			5		5		8						12	3	23
IOWA..............	4	10	5	4	3	9	10	32			5	3			5	45
IDAHO.............	1	1				5	5	10	1						1	12
ILLINOIS..........	40	12	6	13	2	79	52	120	9		13-	1	2	19	40	204
INDIANA...........	9	7	7	10	1	56	54	83	5			3	2	37	14	144
N MARIANNES ISLES.	5	14					3	10	2		1	1		8		22
KANSAS............	3	6		15	1	17	18	47	1		4	7		1		60
KENTUCKY..........	11	10	1	12		27	29	76			4	1	2		7	90
LOUISIANA.........	33	2	30	9	11	47	27	71	16		9	19		9	35	159
MASSACHUSETTS.....	15	5	2	2	4	22	27	61	1	1	3	2	1	3	5	77
MARYLAND..........	7	3		1		46	19	49					1	6	20	76
MAINE.............	1		2			10	1	9	1		1				3	14
MICHIGAN..........	1				1		85	87								87
MINNESOTA.........	5		4	1		13	79	3	6		2	3	2	11	75	102
MISSOURI..........	14	10	1	25	4	37	54	71	21		2			34	17	145
MISSISSIPPI.......	9	7		13		16	21	62	3		1					66
MONTANA...........	2	5		7	5	17	3	30			2	3		3	1	39
NORTH CAROLINA....	34	1		10	1	97	53	185	3					8		196
NORTH DAKOTA......	2	2		2		7	4	16			1					17
NEBRASKA..........	1	4		2		22	41	52			12		1	1	4	70
NEW HAMPSHIRE.....	4	3		4	6	7	23	6	7		1	5		20	8	47
NEW JERSEY........	26		20	34	24	52	63	67				2		149	1	219
NEW MEXICO........	2			5		20	25	34	1		7	5		5		52
NEVADA............		1	1			9	5	2			1			10	3	16
NEW YORK..........	98	20	13	53	5	206	177	348	24	1	48	65			86	572
OHIO..............	7	2	5	25	1	45	92	141	11		10		2	7	6	177
OKLAHOMA..........	18		2	51		138	81	93	48		63	36			50	290
OREGON............	14	8	8	11		33	33	85	2		3				17	107
PENNSYLVANIA......	21	5	1	8		27	33	73	7		3			2	10	95
PUERTO RICO.......	22						18	21							19	40
RHODE ISLAND......	5	1	1	20	2	6		30	1				1		3	35
SOUTH CAROLINA....	7	5	2			53	21	67	5		1	2			13	88

(continued)

	MAJOR CAUSE OF DEAF-BLINDNESS							OTHER HANDICAP -PRIMARY								TOTAL COUNT
	MATERNAL RUBELLA	MENINGITIS ENCEPH	USHERS SYNDROME	CNS DYSFUNCTION	PERIPH NERVE DYS	OTHER KNOWN CAUSE	UNKNOWN CAUSE	MENTAL RETARDATION	SPEECH IMPAIRED	EMOTIONALLY DISTURBD	ORTHOPEDIC IMPAIRED	OTHR HEALTH IMPRD	LEARNING DISABLED	MULTI-HANDICAPPED	NONE/ MISSING	
SOUTH DAKOTA......	3	4		8		14	22	24	4		1	1	1	17	3	51
TENNESSEE.........	7		3	5		12	6	20	1			6		2	4	33
TEXAS.............	47	30	3	52	22	68	80	98	41		44	36			83	302
UTAH..............	3	7	1	22		35	37	84	8		3			10		105
VIRGINIA..........	4				8	5	6	15						8		23
VERMONT...........	2	5	1	6	1	10	12	33			1		3			37
WASHINGTON........	12	7	14	2	4	37	27	3	17	25	12	14		12	20	103
WISCONSIN.........	9	3	1	4	2	15	10	24	7	1	4	6		1	1	44
WEST VIRGINIA.....	6					34	17	22	1	8	1			5	20	57
TOTAL COUNT.......	748	261	149	548	146	1737	1853	2918	328	42	336	326	25	565	902	5442

REPORT OF SERVICES PROVIDED TO DEAF-BLIND CHILDREN AND YOUTH

	SERVICES PROVIDED (YES=1,NO=BLANK)																	
STATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	COMMENTS
ALABAMA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
ALASKA																		
ARIZONA	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		
ARKANSAS				*		*		*	*	*	*			*	*	*		Provided by other agencies
CALIFORNIA																		Report not sent
COLORADO																		Report not sent
CONNECTICUT	1	1								1	1		1	1		1	1	
DELAWARE																		Report not sent
D.C	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	
FLORIDA	1	1	1			1		1	1		1					1	1	
GEORGIA	1			1	1	1	1	1	1	1			1	1	1	1	1	
HAWAII		1			1	1					1		1		1		1	
IDAHO	1																	
ILLINOIS				1			1	1	1	1				1	1		1	
INDIANA	*	*	*	*	*	*	*	*	*	*	*	*	*	*				Through public school/agenci
IOWA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
KANSAS																		No direct services provided
KENTUCKY						1							- 1				1	
LOUISIANA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
MAINE	1	1				1				1	1			1			1	
MARYLAND																		Report not sent
MASSACHUSETTS	1	1		1		1				1	1		1	1		1	1	
MICHIGAN								1	1	1			1	1		1		
MINNESOTA	1	1	1	1		1		1	1					1			1	
MISSISSIPPI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
MISSOURI																		Report not sent
MONTANA	1	1			1	1											1	
NEBRASKA	1					1											1	
NEVADA	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		
NEW HAMPSHIRE																		Report not sent
NEW JERSEY						1		1	1					1			1	
NEW MEXICO	1																	
NEW YORK	1			1	1	1	1	1	1	1				1	1	1	1	
N. CAROLINA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
N. DAKOTA	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1		
OHIO																		
OKLAHOMA						1	1										1	
OREGON	1	1				1								1		1	1	
PENNSYLVANIA																	1	
RHODE ISLAND	1					1										1	1	
S. CAROLINA	1			1	1	1	1	1	1	1			1		1			
S. DAKOTA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
TENNESSEE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
TEXAS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

REPORT OF SERVICES PROVIDED TO DEAF-BLIND CHILDREN AND YOUTH

SERVICES PROVIDED (YES=1,NO=BLANK)

STATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	COMMENTS
UTAH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
VERMONT	1					1											1	
VIRGINIA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	
WASHINGTON				1	1	1		1	1	1	1				1	1	1	
W. VIRGINIA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
WISCONSIN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
WYOMING																		Report not sent
AMERICAN SAMOA	1		1		1	1		1	1			1			1			
GUAM	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1		
MARSHALL IS.	1	1	1				1		1						1			
N. MARIANAS IS																		Report not sent
PUERTO RICO																		Report not sent

TOTAL NUMBER OF STATES PROVIDING SPECIFIC SERVICES TO DEAF-BLIND CHILDREN AND YOUTH

	Number of states	Percent out of 47
SPECIAL EDUCATION (34 CFR 300.14)		
[1] Specially Designed Instruction:	34	72%
[2] Vocational Education:	26	55%
[3] Physical Education:	21	45%
RELATED SERVICES (34 CFR 300.13)		
[4] Audiology:	23	49%
[5] Counseling Services:	23	49%
[6] Early Identification:	35	74%
[7] Medical Services:	22	47%
[8] Occupational Therapy:	27	57%
[9] Physical Therapy:	28	60%
[10] Psychological Services:	26	55%
[11] Recreation:	23	49%
[12] School Health Services:	18	38%
[13] Social Work Services:	22	47%
[14] Speech Pathology	27	57%
[15] Transportation:	25	53%
OTHER SERVICES (34 CFR 307.11)		
[16] Mobility and Orientation:	25	53%
[17] Transition Services:	32	68%

Total number of states/territories sending in a report: 47

REPORT OF TRAINING and OTHER SERVICES PROVIDED
PROFESSIONALS, PARAPROFESSIONALS, and FAMILY MEMBERS

TYPES OF SERVICES PROVIDED
(with number served)

STATE	Consultative Services/ Counseling			Training			Information/ Referral Services			Transportation			Respite Care			Other			Comments
	Prof	Para-prof	Family	Prof	Para-prof	Family	Prof	Para-prof	Family	Prof	Para-prof	Family	Prof	Para-prof	Family	Prof	Para-prof	Family	
ALABAMA	16	4	172	166	64	49	55	17	115			138						20	
ALASKA	43	27	8	67	51	5	62	23	20										
ARIZONA	5		9	29															
ARKANSAS				250	60	25	80	30	85										
CALIFORNIA																			1
COLORADO																			1
CONNECTICUT	73	77	116	73	77	116	73	77	116	78	77	116							4
DELAWARE																			1
D. C.	16	4	12	17	6	6	23	5	21										
FLORIDA	35	15	15	73	25	65	45	5	25		5	35							
GEORGIA	75	25	110	60	20	100	40	5	40			10							
HAWAII	15	8	28	15	8	28			10						15				
IDAHO	10	5	3	10	5											2		2	
ILLINOIS						33			39			15				336		45	
INDIANA																			3
IOWA	147	0	68	336	84		125	0	12	0	0	0							
KANSAS																			5
KENTUCKY	125	35	30	225	25	10	20		20										
LOUISIANA	11	9	60	109	30	25	46	20	76			9	2		5				
MAINE	34	49	38	46	49	38	46	49	38										
MARYLAND																			1
MASSACHUSETTS	175	137	182	175	137	182	175	137	182										4
MICHIGAN	102		35	75	90	80	300			6						12		2	
MINNESOTA	3	2		20	2		600	25	3			2							
MISSISSIPPI	15	12	65	35	16	9	12	6	30			5			4				
MISSOURI																			1
MONTANA	52	36	24	148	52	26			16									3	
NEBRASKA	20	35	3	150	130	30	15		10										
NEVADA	5		9	29															
NEW HAMPSHIRE																			1
NEW JERSEY	523	91	261	425	91	184	523	91	261										
NEW MEXICO				50	30	30						30							
NEW YORK			143	240	34	48			56	12		11						20	
N. CAROLINA	161	18	143	371	15	67	65	12	28	40		2							
N. DAKOTA	17	8	41	117	105				12	18	5	1							
OHIO	29	21	25	26	20	17	38	20	20										
OKLAHOMA				75	350	125	105	350	150										
OREGON			10	125	150	70	75	25	25										
PENNSYLVANIA	80	95	140	125	55	65	95	40	25										
RHODE ISLAND	34	11	5	38	40		84	12	15							5	10	1	4
S. CAROLINA			40	176					42										
S. DAKOTA		11	2	121	23	4													
TENNESSEE	14	2	34				26	2	7	3		3							
TEXAS	75	55	193	495	275	387	475	255	556			106			0				
UTAH	62	33	54	64	32	60	48	21	49	1	3	6			9	23	5	19	
VERMONT	30	10	20	10			60		40										
VIRGINIA	48	15	12	240	20	10	26	0	5										
WASHINGTON	150	50	45	325	100	45	250	60	100	25	10	35			40				
W. VIRGINIA	29		0	29		0	4		0				0						0
WISCONSIN	20	20	36	75	35	66	12	25	36			36			8				
WYOMING																			2
AMERICAN SAMOA	8	4	7	8	4	7	8	4		8	4								
GUAM	60	27	19	37	10	8	30	15	25										
MARSHALL IS.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
N. MARIANAS IS.																			1
PUERTO RICO																			1

Comment code definitions:
'0' = A count of those served was not given
but services were provided.
'1' = Report not sent
'2' = Deaf-Blind registry not sent
'3' = Services are provided, not by grantee
but by public schools or other agencies
'4' = Approximation-count could be more
'5' = No direct services by Title VI-C

SUMMARY OF TOTAL PERSONS RECEIVING SERVICES

	Total Professionals	Total Para-professionals	Total Family members
Consultative Services/ Counseling	2317	951	2217
Training	5280	2322	2020
Information/ Referral Services	3641	1331	2310
Transportation	191	104	560
Respite Care	2	0	81
Other	378	15	112

Total number of states/territories sending in report : 46

APPENDIX C

OSEP LONGITUDINAL STUDY: SURVEY METHODOLOGY

DATA COLLECTION

SRI International developed four data collection instruments to examine secondary age special education students as they make the transition from education to further education, employment, and independent living.

- **The Parent/Youth Survey**. In 1987, parents were interviewed by telephone to determine information on family background and expectations for the youth in the sample, characteristics of the youth, experiences with special services, the youth's educational attainment (including postsecondary education), employment experiences, and measures of social integration. A second round of data collection is scheduled for 1989 when the youth themselves will be interviewed if they are able to respond.

- **School Record Abstracts**. Researchers abstracted information from the school records of sample youth for the previous year or for the last year they were in secondary school (either the 1985-86 or 1986-87 school years). Information abstracted from school record includes courses taken, grades achieved (if in a graded program), placement, related services received from the school, status at the end of the year, attendance, IQ, and experiences with minimum competency testing. Records will be abstracted again in 1989 for youth still in secondary school in the 1988-89 school year.

- **School Program Survey**. Schools that youth in the sample attended in the 1986-87 school year were surveyed for information on student enrollment, staffing, programs and related services offered secondary special education students, policies affecting special education programs and students, and community resources for the disabled.

- **Explanatory Substudies**. Additional in-depth studies of subsamples of the main sample will examine the pattern of transition outcomes achieved by youth who are out of secondary school and the relationship between school experiences and transition outcomes.

Sample

SRI selected youth for the sample using a two-stage sampling procedure. A sample of 450 school districts was randomly selected from the universe of approximately 14,000 school districts serving secondary (grade 7 or above) special education students, which had been stratified by region of the country, a measure of district wealth involving the proportion of students in poverty (Orshansky percentile), and district size (student enrollment). A secondary sample of 176 additional districts was selected to replace non-participating districts in the initial sample. In addition, participation in the study was invited from the approximately 80 special schools serving secondary-age deaf, blind, and deaf-blind students. A total of approximately 300 school districts and 25 special schools participated in the study.

Analysis of the potential bias of the district sample indicated no systematic bias that is likely to have an impact on study results when responding districts were compared to nonrespondents on the types of disabilities served, special education enrollment, participation in vocational rehabilitations agency programs, the extent of school-based resources for special education, community resources for the disabled, the configuration of other education agencies serving district students, metropolitan status, percentage of minority enrollment, grades served, and the age limit for service.

The sample of students was selected from rosters of all special education students aged 13 through 21 who were in special education programs in 1972 or before. The roster of such students was stratified into 3 age groups (13 to 15, 16 to 18, over 18) for each of the 11 Federal handicap categories. Youth were randomly selected from each age/condition group so that at least 1,000 students would be selected in each handicap category (with the exception of deaf-blind, a low-incidence condition).

Weighting Procedures

Youth with disabilities for whom data could be gathered were weighted by SRI to represent the U.S. population of such youth. In performing this weighting, three mutually exclusive groups of sample members were distinguished:

A. Youth whose parents responded to the telephone-administered parent interview.

B. Youth whose parents did not respond to the telephone-administered parent interview, but were interviewed in the in-person nonrespondent study.

C. Youth whose parents did not respond to either the telephone or in-person parent interview, but for whom the school provided a record abstract.

All sample members belong to one of these three groups.

Weights were calculated to minimize any potential bias. Nonresponse bias was primarily of three types:[1]

1. Bias attributable to the inability to locate respondents because they had moved or had nonworking telephone numbers.

2. Bias attributable to refusal to complete a parent interview.

3. Bias attributable to circumstances that made it infeasible for the record abstractors to locate or process a student's record.

Of these three types of nonresponse, the first was believed to be the most important, both in terms of frequency and influence on the descriptive and explanatory analysis. Type 1 bias was also the only type of nonresponse that could be estimated and corrected.

SRI estimated the magnitude of type 1 nonresponse bias by comparing responses on identical (or very similar) items in the three groups of respondents (after adjusting for differences in the frequency with which different handicaps were selected and differences in the size of the LEAs selected). Group A respondents were wealthier, more highly educated, and more likely to be Caucasian than group B respondents. In addition, group A respondents were much more likely to have youth who graduated from high school than group B or C respondents (who had similar dropout rates). On all other measurable items, the youth described by the three groups were similar, including proportion of males and females, employment status, pay, self-care skills scale, household-care activities scale, functional mental skills scale, association with a social group, and length of time since leaving school. SRI determined that adjusting the weights to eliminate bias in the income distribution would effectively eliminate bias in parental educational attainment and racial composition, but would have a negligible effect on dropout rates. It was also determined that group B and C respondents were present in sufficient numbers that, if they were treated as no different from the group A respondents in the weighting process, the resultant dropout distribution would be approximately correct.

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[1] In addition, there was a large group of nonrespondents who could not be located because their LEAs would not provide student names. Presumably, had these student names been available, those nonrespondents would have chosen to participate at about the same rate as parents in districts in which youth could be identified. The remaining nonrespondents would presumably have been distributed between the three types of nonresponse mentioned above.

Weighting was accomplished using the following sequence of steps:

(1) Data from all three groups were used to estimate the income distribution for each handicapping condition that would have been obtained in the absence of type I nonresponse bias.

(2) Respondents from all three groups were combined and weighted to reflect the universe, by handicapping condition. Weights were computed within strata used to select the sample (i.e., LEA size and wealth, and student age).

(3) Weights from four rare handicapping conditions (deaf-blind, deaf, orthopedically impaired, and visually impaired) were adjusted to increase the effective sample size. These adjustments primarily consisted of slightly increasing the weights of students in larger LEAs and decreasing the weights of students in smaller LEAs. Responses before and after these weighting adjustments were nearly identical, except for the deaf-blind, the adjustment for the deaf-blind students. Hence, survey results do not represent deaf-blind students in medium- or smaller-sized LEAs.

(4) The resultant weights were adjusted so that each handicapping condition exhibited the appropriate income distribution estimated in step 1 above. These adjustments were of modest magnitude (relative to the range of weights within handicapping condition). The weights of the poorest respondents were multiplied by a factor of approximately 1.6 and the weights of the wealthiest respondents were multiplied by a factor of approximately 0.7.

Statistical Tests

A statistical procedure was used to compute the approximate standard errors of proportions and to test the difference between two proportions. SRI first computed the weighted percent of "yes" respondents to a survey item and then computed the effective sample size (that is, the sum of the weights squared, divided by the sum of the squared weights). These two quantities were then used in the usual formula for the variance of a binomially distributed variable (that is, pq/n where p is the weighted proportion of "yes" responses, q is the complement of p, and n is the effective sample size). To test the difference of two weighted proportions, researchers computed the difference between the weighted proportions and divided this quantity by the square root of the sum of the variances of the two proportions.

This procedure is only approximately correct because it adjusts only for the difference in weights but not for cluster-sampling induced covariance among respondents. SRI is currently using pseudo-replication to compute more accurate variance estimates. It is expected that the true variances are larger than calculated by the effective sample size method, and therefore that stated significance levels (for example, $p < .01$) will be somewhat too small. Chapter IV of the report highlights results that are significant at the .005 level.

Analysis

The first stage of analysis was designed to produce descriptive findings related to individual and family characteristics of youth, their experiences with services, their secondary school program, and their outcomes in terms of education, employment, and independent living. Descriptive questions include the following:

- What are the individual and family characteristics of handicapped youth served under EHA?
- What are the characteristics of the schools serving youth with disabilities (e.g., with respect to grade levels served, programs and staff available, policies and practices regarding students with disabilities)?
- What are the achievements of youth with disabilities related to their education (secondary school and postsecondary), employment, and independence? How do these vary for youth with different kinds of disabilities?
- What combinations of services, experiences, and outcomes form transitional life paths for youth with different kinds of disabilities?

The second stage of analysis will involve multivariate analyses to determine the relationships among the variables depicted in the conceptual model. Explanatory questions include:

- What factors combine to explain the patterns of services that youth receive?
- What factors explain the educational, employment, and independence outcomes of handicapped youth?
- What explains the paths youth take through secondary school and beyond with respect to services, experiences, and outcomes?

TABLE C.1

U.S. and Insular Areas
Proportion of Anticipated Services Needed for Children
and Youth 16 Years and Older Leaving the Educational
System by Handicapping Condition

School Year 1987-88

	Service								
Handicapping Condition	Counseling	Evaluation of VR Services	Physical/ Mental Restoration	Vocational/ Training Services	Transitional Employment	Vocational Placement	Post Employment	Maintenance	Transportation
Mentally Retarded	10.56	12.16	1.75	15.23	8.71	14.22	5.98	6.09	6.54
Speech Impaired	17.02	17.64	0.79	15.82	4.02	15.71	3.76	1.00	2.14
Visually Handicapped	9.76	10.33	1.86	10.62	7.66	9.36	4.63	5.51	7.88
Emotionally Disturbed	15.39	11.18	5.20	14.56	6.25	12.66	4.71	4.12	2.78
Orthopedically Impaired	10.42	9.82	5.25	11.04	6.77	17.05	4.30	5.64	8.63
Other Health Impaired	7.64	9.78	8.96	8.97	6.04	8.87	3.33	7.64	8.77
Learning Disabled	18.38	14.62	0.90	20.76	7.84	17.05	6.46	1.72	1.45
Deaf-Blind	13.04	5.93	4.38	10.21	6.02	7.20	3.46	7.38	9.02
Multihandicapped	9.32	8.68	5.42	11.18	7.92	8.60	5.84	7.26	9.15
Hard of Hearing and Deaf	11.11	9.72	1.16	11.55	6.61	11.72	4.68	3.72	5.10
All Conditions	14.04	12.53	2.43	16.35	7.66	14.53	5.69	4.17	4.26

Data for States and insular areas reporting these data.
Data as of August 19, 1988.
Produced by ED/SEP Data Analysis System (DANS), October 3, 1988 (SMACLIB(ANXXPCIA)).

TABLE C.2

U.S. and Insular Areas
Proportion of Anticipated Services Needed for Children and Youth 16 Years and Older Leaving the Educational System by Handicapping Condition

School Year 1987-88

	Service						
Handicapping Condition	Family Services	Independent Living	Residential Living	Interpreter Services	Reader Services	Technical Aides	Other Services
Mentally Retarded	5.01	7.15	3.64	0.08	0.57	0.53	1.80
Speech Impaired	2.88	1.47	0.33	0.31	0.44	7.57	9.10
Visually Handicapped	3.77	5.11	1.58	1.05	10.11	8.40	2.36
Emotionally Disturbed	11.31	6.25	3.83	0.01	0.09	0.19	1.45
Orthopedically Impaired	3.87	7.48	2.75	0.07	0.43	5.19	1.29
Other Health Impaired	5.44	8.69	4.47	0.35	0.84	7.39	2.84
Learning Disabled	2.46	2.06	0.41	0.10	1.74	1.67	2.39
Deaf-Blind	4.10	5.20	5.10	4.65	4.19	6.38	3.74
Multihandicapped	5.95	6.33	5.62	1.69	1.44	4.33	1.26
Hard of Hearing and Deaf	3.17	4.35	1.16	11.85	1.40	10.59	2.10
All Conditions	5.25	5.11	2.51	0.55	1.04	1.80	2.06

Data for States and insular areas reporting these data.

Data as of August 19, 1988.

Produced by ED/SEP Data Analysis System (DANS), October 3, 1988 (SMACLIB(ANXXPCIA)).

TABLE C.3

Employment Characteristics of Youth with Disabilities

				Primary Disability and Secondary School Status															
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/ Blind
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Percentage of youth now employed:																			
In a work-study job	6.9	2.6	.0	4.8	2.6	.0	4.4	.0	.0	13.6	3.8	.0	3.0	2.7	.0	14.3	3.6	.0	*
In a sheltered workshop	.6	3.6	3.8	.4	1.2	1.2	.5	1.7	1.7	1.0	8.6	9.4	.4	6.7	3.3	3.2	2.3	8.2	*
In part-time paid work	26.7	23.2	17.2	32.0	26.8	19.3	33.0	28.0	21.5	12.9	15.4	11.6	24.6	33.3	21.2	10.7	8.6	14.3	*
In full-time paid work	7.5	22.4	29.2	9.8	31.5	37.9	5.8	20.0	18.5	3.6	9.4	19.8	4.9	12.4	28.8	5.4	13.5	10.0	*
(Number of respondents)	4303	1301	1326	520	180	249	337	149	136	537	195	174	283	100	86	499	128	112	10
Percentage of youth working for pay:																			
< 10 hours per week	23.0	10.6	6.0	21.0	9.8	3.8	26.0	12.1	8.6	30.9	12.0	12.0	25.7	18.6	.7	23.3	8.5	11.8	*
10 to 20 hours per week	27.7	16.1	8.3	27.6	14.4	5.6	24.6	14.2	19.1	30.8	21.8	9.1	29.7	30.2	17.6	24.0	14.2	23.3	*
21 to 34 hours per week	24.3	21.1	20.4	24.9	17.8	21.6	30.9	27.4	16.4	13.7	27.1	16.0	25.4	22.0	21.0	18.5	13.3	12.8	*
≥ 35 hours per week	25.0	52.2	65.3	26.6	58.0	69.0	18.5	46.3	55.9	24.6	39.0	62.9	19.1	29.2	60.6	34.2	63.9	52.2	*
(Number of respondents)	1055	496	533	218	107	158	121	76	56	91	65	65	80	49	44	96	32	36	10

Table C.3 (continued)

	Primary Disability and Secondary School Status																		
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/ Blind
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Percentage of youth working for pay at:																			
Lawn work or odd jobs	17.6	8.4	5.3	16.7	6.9	3.7	19.9	13.9	12.7	23.6	10.0	7.4	16.9	9.6	5.6	6.8	8.2	.0	*
Waiter/waitress, busboy, cook	16.6	18.4	15.0	17.4	17.9	13.7	18.6	21.9	16.7	9.9	18.2	19.4	18.8	22.9	15.5	14.8	30.5	6.8	*
Babysitting, child care	12.1	3.1	2.4	12.4	1.4	2.3	6.7	1.6	2.2	15.8	10.2	1.6	10.0	1.4	11.5	19.0	3.0	18.0	*
Farm or agricultural work	8.7	6.6	6.6	9.4	8.9	9.6	8.6	.0	.9	5.8	6.3	1.3	8.8	.0	1.9	.4	.0	.0	*
Factory work (unskilled or semiskilled)	3.0	4.7	9.9	2.9	1.6	5.7	2.6	1.9	6.0	4.8	14.2	22.5	.5	11.9	7.3	6.4	8.8	27.6	*
Skilled trade	8.0	15.1	16.2	9.7	19.2	19.8	6.8	10.5	14.9	1.5	5.6	7.5	4.8	17.5	11.1	.5	4.8	8.7	*
Other manual labor	30.2	30.7	29.3	29.8	32.3	27.2	34.4	27.0	21.2	29.5	29.8	44.0	29.9	32.9	13.9	34.0	19.4	14.4	*
Store clerk, salesperson cashier	4.1	7.1	3.8	4.5	7.7	4.9	3.6	7.4	.2	.0	3.1	1.5	7.4	3.2	2.9	2.5	3.0	1.2	*
Office/clerical work	3.3	2.5	5.0	2.8	.7	4.3	2.4	4.8	10.9	3.2	4.2	.6	7.2	4.2	17.8	10.7	9.1	18.8	*
Hospital work/health care	.7	1.8	.5	.5	1.8	.0	.6	.9	4.2	1.7	2.6	.0	.0	.0	2.1	.0	7.3	1.6	*
Other	8.9	10.3	14.7	8.4	11.7	18.5	10.8	15.8	18.9	7.7	2.4	.76	14.4	2.4	20.6	9.7	12.1	12.4	*
(Number of respondents)	1109	500	546	232	110	155	141	80	62	95	67	70	91	52	45	94	32	35	10

Table C.3 (continued)

				Primary Disability and Secondary School Status															
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/ Blind
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Average wage of youth working for pay	$3.48	4.48	4.35	3.53	5.02	4.63	3.50	4.16	3.94	3.19	3.00	3.68	3.28	3.47	4.09	3.07	4.20	3.12	*
(Number of respondents)	1026	448	473	220	102	142	122	71	50	81	56	55	79	46	40	90	26	31	7
Percentage of youth working for pay who earn:																			
Less than $3.00 per hour	25.0	11.2	11.9	24.8	4.2	7.6	19.4	17.0	16.3	33.4	32.4	24.7	24.4	15.4	13.9	29.4	5.8	29.3	*
$3.00 to $5.00 per hour	68.0	74.5	61.5	67.6	65.8	67.4	74.5	68.0	71.3	61.5	65.0	63.8	73.4	75.0	59.6	66.6	79.4	60.1	*
More than $5.00 per hour	6.9	22.2	21.0	7.6	30.0	25.0	6.1	15.1	12.4	5.1	2.6	11.5	2.2	9.6	26.5	4.0	14.8	10.6	*
(Number of respondents)	1026	448	473	220	102	142	122	71	50	81	56	55	79	46	40	90	26	31	7
Average number of months worked at longest paid job	10.3	13.1	12.4	10.7	14.3	13.1	8.8	9.5	8.8	9.0	12.7	12.6	13.3	14.9	11.8	6.0	9.6	9.0	
(Number of respondents)	1610	747	771	311	139	202	207	116	94	158	96	91	123	73	57	156	66	53	47

TABLE C.4

Employment Characteristics of Youth with Disabilities

				Primary Disability and Secondary School Status														
	All Disabled Youth			Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Percentage of youth now employed:																		
In a work-study job	6.9	2.6	.0	15.4	6.0	.4	2.6	.8	.0	7.2	.5	.0	5.7	4.0	.0	15.9	3.2	.0
In a sheltered workshop	.6	3.6	3.8	3.2	.7	1.9	.8	.8	11.4	.5	3.8	6.6	.3	6.2	10.2	1.4	5.9	10.3
In part-time paid work	26.7	23.2	22.4	17.8	13.5	14.7	34.0	24.6	22.6	10.3	12.5	12.6	20.7	14.5	14.9	7.3	4.4	4.4
In full-time paid work	7.5	22.4	29.2	5.3	19.6	23.6	6.2	23.4	22.9	.8	7.9	1.3	4.5	17.6	13.9	1.4	5.7	1.3
(Number of respondents)	4303	1301	1326	478	151	156	459	120	100	430	109	114	293	65	65	424	92	104
Percentage of youth working for pay:																		
< 10 hours per week	23.0	10.6	6.0	18.0	9.8	5.2	30.9	8.5	.6	28.9	4.3	39.1	25.9	8.4	14.6	40.3	10.0	19.8
10 to 20 hours per week	27.7	16.1	8.3	27.2	18.9	11.2	27.7	24.4	20.6	43.4	8.6	35.1	26.5	7.3	25.6	22.1	5.1	3.1
21 to 34 hours per week	24.3	21.1	20.4	24.7	8.0	20.3	25.6	18.4	28.2	20.7	42.6	13.8	28.5	25.4	23.1	19.3	31.5	53.5
≥ 35 hours per week	25.0	52.2	65.3	30.1	63.3	63.2	15.7	48.6	50.6	7.1	44.5	11.9	19.0	58.8	36.6	18.3	53.4	23.6
(Number of respondents)	1055	496	533	122	43	56	169	55	46	53	25	22	65	22	23	38	20	21

Table C.4 (continued)

	Primary Disability and Secondary School Status																	
	All Disabled Youth			Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Percentage of youth working for pay at:																		
Lawn work or odd jobs	17.6	8.4	5.3	18.0	4.0	.8	13.7	11.3	2.6	9.7	6.7	3.2	14.9	.0	2.9	11.0	.0	14.0
Waiter/waitress, busboy, cook	16.6	18.4	15.0	12.8	9.6	25.4	21.0	15.9	16.1	12.2	4.8	4.1	12.3	8.7	7.8	3.6	1.1	6.4
Babysitting, child care	12.1	3.1	2.4	11.2	8.4	.0	19.6	.0	6.4	13.9	5.8	6.1	14.3	8.5	.0	2.6	.0	.0
Farm or agricultural work	8.7	6.6	6.6	10.1	1.6	.0	5.0	.0	.0	1.1	.0	.0	5.8	.0	.0	2.4	.0	.0
Factory work (unskilled or semiskilled)	3.0	4.7	9.9	3.5	9.7	14.9	1.1	12.6	23.0	4.8	7.7	12.7	1.2	14.6	22.3	15.1	36.5	48.5
Skilled trade	8.0	15.1	16.2	3.9	16.5	12.5	4.2	6.1	8.7	.7	8.5	.0	2.8	.0	13.0	.3	14.4	5.0
Other manual labor	30.2	30.7	29.3	31.6	28.5	24.4	29.2	25.5	25.8	30.6	4.0	15.8	26.8	29.4	23.4	18.9	17.6	17.6
Store clerk, salesperson cashier	4.1	7.1	3.8	1.5	1.6	1.0	2.1	11.2	1.5	10.8	37.9	4.8	7.6	23.0	16.4	10.5	16.4	3.9
Office/clerical work	3.3	2.5	5.0	15.5	13.9	24.7	7.5	14.9	5.5	9.9	18.7	27.7	9.9	14.9	14.4	4.0	4.2	.5
Hospital work/health care	.7	1.8	.5	.7	.0	.0	4.1	11.3	5.8	.0	2.2	.0	.0	.0	.0	7.8	.0	.0
Other	8.9	10.3	14.7	11.5	21.9	.0	9.6	7.7	14.1	9.1	6.0	25.7	8.2	1.4	9.6	26.1	9.9	4.0
(Number of respondents)	1109	500	546	117	42	54	172	52	50	53	23	23	72	22	24	40	18	22

Table C.4 (continued)

				Primary Disability and Secondary School Status														
	All Disabled Youth			Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Employment Characteristics	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Average wage of youth working for pay	$3.48	4.48	4.35	3.88	3.97	4.08	3.07	4.20	4.08	4.16	3.54	3.30	3.11	3.53	3.54	3.33	3.05	3.39
(Number of respondents)	1026	448	473	116	40	50	167	49	46	54	23	21	64	16	22	33	17	11
Percentage of youth working for pay who earn:																		
Less than $3.00 per hour	25.0	11.2	11.9	10.7	3.2	3.4	26.4	3.3	6.5	13.5	9.4	27.0	24.1	18.6	16.6	37.8	26.7	39.6
$3.00 to $5.00 per hour	68.0	66.6	67.0	76.6	78.8	90.0	69.2	81.5	67.3	82.5	79.2	59.4	75.0	66.9	83.4	51.6	73.3	38.6
More than $5.00 per hour	6.9	22.2	21.0	12.8	17.9	6.6	4.4	15.2	26.2	3.9	11.4	13.6	.9	14.5	.0	10.7	.0	21.8
(Number of respondents)	1026	448	473	116	40	50	167	49	46	54	23	21	64	16	22	33	17	11
Average number of months worked at longest paid job	10.3	13.1	12.4	8.0	15.3	10.0	13.4	9.4	13.0	13.7	7.0	12.5	7.8	9.7	9.4	10.6	18.3	13.4
(Number of respondents)	1610	747	771	179	76	91	226	82	67	82	41	41	102	31	37	61	26	30

TABLE C.5

Factors Associated with Full-Time Employment Among Youth with Disabilities Who Have Been Out of Secondary School More Than 1 Year

Individual/Family Characteristics	% of 1985-86 Exiters In Full-time Competitive Employment	Sample Size
Gender		
Male	34.5	830
Female	16.2	496
Urbanicity		
Urban	28.0	203
Suburban	39.6	244
Rural	24.9	192
Ethnicity		
White	32.9	834
Black	21.5	338
Hispanic	21.1	114
Other	32.2	37
Household Income		
< \$12,000 per year	18.3	293
\$12,000 to \$25,000 per year	36.4	363
≥ \$25,000 per year	36.7	458
Head of Household Education		
Not a high school graduate	28.8	190
High school graduate	35.3	410
Some college or 2-year college degree	30.4	196
College degree or more	20.0	156
Secondary school completion status		
Graduated	36.5	673
Aged out	24.5	316
Dropped out	22.8	254

TABLE C.6

Self-Care Skills of Youth with Disabilities

		Primary Disability										
Self-Care Skills	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthoped-ically Impaired	Health Impaired	Multi-Handicapped
Percentage of youth able to dress themselves completely:												
Very well	90.2	96.6	95.8	76.9	94.4	77.9	94.7	92.8	58.8	59.9	78.9	45.6
Pretty well	6.6	3.3	3.0	15.2	4.6	16.4	4.9	6.2	28.0	18.1	15.1	14.6
Not very well	1.4	.0	.9	4.1	.2	2.6	.3	1.0	6.8	6.8	3.0	10.4
Not at all well	1.7	.2	.3	3.9	.7	3.0	.0	.1	6.4	15.3	3.0	29.4
Percentage of youth able to feed themselves:												
Very well	94.9	98.6	97.8	88.0	98.5	86.6	96.7	95.7	73.3	75.1	89.1	59.2
Pretty well	3.2	.9	1.8	8.1	.8	10.9	2.6	3.8	17.4	14.3	6.6	15.4
Not very well	1.1	.3	.3	2.3	.7	1.9	.7	.3	5.4	5.4	3.3	12.4
Not at all well	.8	.2	.0	1.6	.0	.6	.0	.2	3.9	5.2	1.0	13.1
Percentage of youth able to get places outside the home:												
Very well	89.9	98.3	96.8	73.0	94.3	56.6	94.1	87.0	24.7	51.4	70.6	37.2
Pretty well	3.6	1.0	1.8	8.9	3.3	20.3	4.8	6.9	6.5	18.3	8.4	8.0
Not very well	2.1	.6	.4	5.2	.8	12.6	.8	3.1	7.8	10.6	4.7	8.8
Not at all well	4.4	.1	1.0	12.8	1.6	10.5	.4	3.0	61.0	19.7	16.3	46.0

Table C.6 (continued)

	Primary Disability											
Self-Care Skills	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthopedically Impaired	Health Impaired	Multi-Handicapped
Average self-care skills scale score:												
12	86.4	95.4	94.1	67.4	91.8	51.6	92.3	83.4	21.0	42.3	65.3	34.5
9 to 11	9.3	4.3	5.2	20.6	6.6	36.4	7.1	14.7	41.4	31.1	22.2	16.4
4 to 8	3.7	.2	.7	10.3	1.6	11.6	.6	1.9	34.8	22.0	11.4	37.8
3	.6	.0	.0	1.6	.0	.4	.0	.0	2.8	4.6	1.1	11.3
Number of respondents	6732	934	607	881	460	727	665	767	78	633	406	574

TABLE C.7

Functional Mental Skills of Youth with Disabilities

		Primary Disability										
Functional Mental Skills	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthopedically Impaired	Health Impaired	Multi-Handicapped
Percentage of youth who can look up phone numbers and use the phone:												
Very well	56.6	62.3	65.2	41.2	66.1	33.7	55.5	42.1	5.0	55.6	58.6	15.1
Pretty well	23.7	27.2	21.0	18.8	19.9	24.0	22.0	14.1	3.6	20.5	19.5	10.8
Not very well	8.9	6.4	8.4	14.9	6.3	15.4	8.3	14.3	6.8	11.7	8.6	16.7
Not at all well	10.7	4.2	5.4	25.1	7.7	26.8	14.2	29.5	84.6	14.2	13.3	57.3
Percentage of youth able to tell time on a clock with hands:												
Very well	69.1	77.8	77.9	46.8	80.1	51.0	80.8	84.5	20.6	70.5	67.8	24.1
Pretty well	16.7	16.9	15.4	18.4	10.2	20.9	12.9	9.4	13.3	14.4	14.0	15.7
Not very well	7.7	5.3	4.7	15.5	5.3	11.7	4.0	3.2	8.6	7.2	8.9	12.0
Not at all well	6.4	1.0	1.9	19.3	4.3	16.4	2.2	2.9	57.4	8.0	9.3	48.3
Percentage of youth able to read/understand common signs:												
Very well	75.9	85.8	80.7	56.7	78.2	52.0	81.6	81.2	32.7	74.2	73.4	36.1
Pretty well	16.0	13.0	14.5	24.1	15.6	17.0	13.8	14.5	5.8	16.1	17.5	19.8
Not very well	4.7	2.7	4.2	9.3	4.3	11.6	2.5	3.6	12.6	5.6	4.6	11.0
Not at all well	3.4	.4	.7	9.9	2.0	19.3	2.0	.7	48.9	4.1	4.5	33.1

Table C.7 (continued)

	Primary Disability											
Functional Mental Skills	Total	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthoped- ically Impaired	Health Impaired	Multi-Handicapped
Percentage of youth able to count change:												
Very well	61.4	70.9	68.2	35.8	73.9	57.1	70.2	68.8	17.0	56.2	59.4	13.5
Pretty well	21.8	21.8	21.5	23.2	17.2	27.9	20.7	20.3	17.1	20.2	18.3	13.9
Not very well	10.6	5.7	8.0	24.2	4.5	9.3	7.7	7.7	14.6	15.0	15.1	23.5
Not at all well	6.2	1.6	2.3	16.9	4.3	5.7	1.4	3.1	51.4	8.6	7.2	49.1
Average functional mental skills scale score:												
16	40.4	46.0	49.7	22.5	54.3	21.5	43.3	34.0	5.3	40.2	48.4	8.4
13 to 15	35.2	40.2	34.3	26.5	29.6	32.6	39.0	43.3	12.3	29.6	19.0	13.3
9 to 12	16.9	12.4	12.9	29.4	11.0	25.6	16.0	19.1	18.3	22.1	22.0	26.7
5 to 8	5.2	1.4	2.9	14.6	3.2	17.0	1.4	3.2	18.7	6.1	6.8	21.8
4	2.3	.0	.3	7.0	1.9	3.3	.4	.4	45.4	2.0	3.8	29.8
Number of respondents	6586	912	593	860	452	695	659	743	74	628	411	559

TABLE C.8

Current Living Arrangements of Youth with Disabilities

				Primary Disability and Secondary School Status															
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/ Blind
Current Living Arrangement	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Percentage of youth living:																			
With parent(s)	94.6	81.6	68.9	96.4	82.8	66.6	88.8	81.6	65.9	93.0	79.3	75.7	95.5	77.1	73.0	93.6	80.4	64.4	
Alone	.2	1.4	3.6	.1	1.5	4.7	.9	2.8	1.6	.0	.4	1.7	.2	.8	5.7	.2	3.9	6.9	
With spouse/roommate	.5	4.6	12.6	.7	6.4	16.1	.4	4.6	11.2	.2	1.4	7.5	1.1	7.8	6.9	.3	5.2	9.9	
With other family member	2.0	6.9	6.1	1.5	7.6	7.4	3.8	3.2	7.4	2.6	8.3	3.5	1.4	4.5	9.1	1.4	2.8	3.2	
In a residential/boarding school (not a college)	.9	.8	1.1	.3	.1	1.6	2.2	.4	.0	1.3	2.4	.2	.7	.0	.0	3.6	5.4	1.6	
In a college dormitory	.0	.3	.4	.0	.0	.6	.0	.0	.0	.0	.6	.0	.0	3.2	.0	.0	.9	9.3	
In military housing	.0	.1	.6	.0	.1	.6	.0	.4	2.3	.0	.0	.0	.0	.0	.6	.0	.0	.0	
In a supervised group home	.9	1.4	1.3	.0	.0	.1	1.9	.7	2.0	2.6	3.5	3.1	1.1	4.7	.3	.7	.9	1.6	
In a mental health facility/hospital/ institution for the disabled	.3	1.6	3.6	.4	.8	.0	.8	3.6	6.1	.0	2.4	8.2	.0	.0	1.9	.2	.4	2.5	
In a correctional facility	.3	.9	.8	.2	.7	.7	.9	1.5	3.5	.5	1.3	.0	.0	1.8	1.0	.0	.0	.0	
Other	.3	.3	1.0	.4	.0	1.6	.2	1.2	.0	.0	.4	.0	.0	.0	1.4	.0	.0	.7	
(Number of respondents)	4434	1341	1378	536	191	255	346	149	139	562	202	183	302	104	89	505	130	118	29

TABLE C.8 (continued)

Current Living Arrangements of Youth with Disabilities

	All Disabled Youth			Primary Disability and Secondary School Status: Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Current Living Arrangement	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Percentage of youth living:																		
With parent(s)	94.6	81.6	68.9	87.3	85.6	71.6	95.7	77.6	77.8	93.4	95.0	76.8	95.4	85.3	70.8	86.0	70.5	50.2
Alone	.2	1.4	3.6	.0	3.5	5.2	.3	2.2	4.8	.3	1.8	1.6	.0	.0	7.3	.0	.5	.9
With spouse/roommate	.5	4.6	12.6	.3	4.4	13.1	.2	3.2	11.0	.5	.8	7.2	.6	.4	8.5	1.2	.0	2.2
With other family member	2.0	6.9	6.1	2.2	2.4	3.5	3.0	2.6	2.7	3.7	.6	1.2	.8	9.3	6.0	1.5	5.6	.6
In a residential/boarding school (not a college)	.9	.8	1.1	9.6	.5	2.2	.7	.8	.8	.6	.0	.0	1.8	.4	.4	3.9	3.7	5.4
In a college dormitory	.0	.3	.4	.0	2.4	2.0	.0	7.5	.3	.0	.0	3.0	.0	.0	.0	.0	.0	.0
In military housing	.0	.1	.6	.0	.0	.0	.0	.0	.6	.0	.0	.0	.0	.0	.0	.0	.0	.0
In a supervised group home	.9	1.4	1.3	.3	.0	.4	.0	4.8	1.0	1.2	1.8	.8	1.5	4.1	3.9	6.1	7.3	5.4
In a mental health facility/hospital/institution for the disabled	.3	1.6	3.6	.2	.5	.8	.0	.7	.6	.2	.0	8.1	.0	.5	1.4	.5	6.4	34.8
In a correctional facility	.3	.9	.8	.0	.0	.0	.0	.6	.5	.0	.0	.0	.0	.0	.0	.2	.0	.0
Other	.3	.3	1.0	.1	.8	1.3	.0	.0	.0	.0	.0	1.3	.0	.0	.0	.5	5.9	.6
(Number of respondents)	4434	1341	1378	496	156	163	465	123	104	438	104	118	301	67	69	438	93	109

TABLE C.9

Financial Responsibilities of Youth with Disabilities

	Primary Disability											
Financial Responsibilities	All Youth with Disabilities	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthoped-ically Impaired	Health Impaired	Multi-Handicapped
Percentage of in-school youth receiving allowance or other money they control	75.9	81.0	79.0	63.6	76.1	73.8	80.6	82.1	37.0	73.2	59.3	49.3
(Number of respondents)	4266	510	335	534	280	496	472	457	43	427	291	421
Percentage of out-of-school youth who have:												
Savings account	41.4	44.4	33.4	36.6	49.2	42.6	44.5	53.7	35.6	42.0	50.3	30.6
Checking account	6.7	8.1	5.1	3.6	7.6	12.8	11.7	5.3	5.7	6.5	13.1	4.2
Other investments	.4	.4	.8	.0	2.0	.3	.3	.8	3.4	.2	.0	1.9
Credit card in own name	6.4	8.1	5.0	2.4	14.4	4.1	2.5	14.5	.0	10.6	8.9	.0
None of these	51.5	47.1	60.8	59.8	41.3	44.4	43.5	40.1	55.2	51.4	36.7	63.3
(Number of respondents)	1880	319	180	250	119	197	255	175	29	173	86	97

Table C.9 (continued)

	Primary Disability											
Financial Responsibilities	All Youth with Disabilities	Learning Disabled	Emotionally Disturbed	Mentally Retarded	Speech Impaired	Visually Impaired	Hard of Hearing	Deaf	Deaf/ Blind	Orthopedically Impaired	Health Impaired	Multi-Handicapped
Percentage of youth whose families received benefits from:												
SSDI	9.6	7.2	9.5	15.0	8.5	13.0	12.6	8.4	6.2	12.5	11.0	16.1
SS survivors program	8.1	6.7	8.2	11.4	9.2	7.5	8.6	5.9	3.4	8.1	8.5	7.6
SSI	14.4	6.1	11.3	30.2	12.1	36.6	46.9	18.7	65.0	40.0	28.2	46.9
Medicaid/state health ins.	21.6	16.6	23.2	30.1	20.6	31.1	33.4	20.0	52.8	35.0	34.7	40.8
AFDC	12.5	12.3	11.8	14.0	10.0	10.2	9.5	8.6	7.4	10.3	15.4	12.4
Public assistance	10.8	11.1	9.9	11.8	8.0	9.8	4.2	5.3	4.3	7.4	9.6	9.6
Food Stamps	23.6	22.5	22.9	28.3	23.7	18.8	15.2	18.4	11.6	19.9	20.6	19.8
Unemployment insurance	7.3	9.2	5.1	4.3	6.2	4.4	5.4	6.3	6.4	6.4	7.3	4.3
Other programs	4.3	3.7	5.8	5.0	6.2	3.8	3.3	4.7	1.9	2.9	4.7	6.5
None of these	47.3	56.6	52.5	27.4	56.9	34.5	29.2	44.8	22.9	26.3	46.2	25.2
(Number of respondents)	6667	927	586	864	450	716	762	673	75	638	409	544
Percentage of out-of-school youth who live on their own but regularly receive money from parents/guardians for living expenses	21.4	17.1	21.3	31.2	42.1	26.8	24.4	23.8	*	53.4	40.1	26.2
(Number of respondents)	321	58	36	29	17	50	50	26	6	14	14	21

TABLE C.10

Social Experiences of Youth with Disabilities

				Primary Disability and Secondary School Status															
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/ Blind
Social Experiences	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Percentage of youth getting together with friends:																			
Less than once/week	13.6	11.5	9.3	8.6	5.6	4.6	9.8	8.1	10.0	25.0	22.1	16.8	11.1	8.2	22.5	20.1	13.6	11.2	56.6
Once a week	10.9	11.4	11.7	9.8	7.2	11.6	9.2	8.7	11.0	12.3	18.8	11.7	12.8	15.6	9.4	13.8	25.4	19.9	10.5
2 to 3 times a week	25.3	28.2	31.0	25.9	30.4	34.7	19.5	26.0	20.9	26.7	26.0	26.9	27.6	29.2	21.7	26.7	26.4	29.6	18.9
4 to 5 times a week	16.6	14.3	14.8	18.8	15.0	15.1	18.0	16.3	12.2	12.0	11.0	14.8	14.0	25.2	16.2	11.9	9.8	18.6	3.9
More than 5 times a week	33.3	34.6	33.0	36.9	41.8	34.0	43.5	40.9	45.8	24.0	22.1	29.9	34.5	21.8	30.2	27.5	24.7	20.6	10.1
(Number of respondents)	4190	1218	1163	504	171	226	329	134	113	525	182	148	278	95	81	485	121	101	74
Percentage of youth belonging to a school or community group	43.0	29.2	18.7	47.4	30.3	19.4	36.0	23.9	8.2	33.2	29.2	17.0	51.7	34.6	35.7	53.9	36.1	41.0	30.5
(Number of respondents)	4297	1281	1243	518	181	244	338	147	127	536	191	158	283	99	83	499	126	109	79
Percentage of youth who are:																			
Single, never married	--	97.3	87.6	--	96.3	85.6	--	98.3	90.4	--	99.3	90.4	--	97.1	87.5	--	97.4	90.8	96.6
Engaged	--	1.1	1.8	--	.9	1.2	--	1.7	1.1	--	.7	3.0	--	1.0	4.9	--	1.8	1.9	3.4
Married	--	1.3	10.4	--	2.1	13.2	--	.0	6.9	--	.0	6.7	--	2.0	7.0	--	.8	6.5	0.0
Divorced/separated	--	.4	.2	--	.7	.0	--	.0	1.7	--	.0	.0	--	.0	.7	--	.0	.8	0.0
(Number of respondents)		871	1078		123	214		86	105		116	142		67	59		103	96	29

Table C.10 (continued)

				Primary Disability and Secondary School Status															
	All Disabled Youth			Learning Disabled			Emotionally Disturbed			Mentally Retarded			Speech Impaired			Visually Impaired			Deaf/Blind
Social Experiences	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	Total
Percentage of youth who have ever been arrested	9.0	16.5	21.0	8.9	19.2	21.8	19.6	27.4	43.8	6.8	9.5	13.6	5.2	13.1	13.2	3.7	1.0	3.7	0.0
(Number of respondents)	4299	1280	1245	518	181	243	338	147	128	539	190	158	283	99	83	499	126	110	79

TABLE C.11

Social Experiences of Youth with Disabilities

				Primary Disability and Secondary School Status														
	All Disabled Youth			Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Social Experiences	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Percentage of youth getting together with friends:																		
Less than once/week	13.6	11.5	9.3	14.3	12.0	9.0	15.6	15.0	12.8	27.5	21.4	19.7	27.7	14.7	27.6	43.6	52.6	23.8
Once a week	10.9	11.4	11.7	14.2	8.8	11.0	15.1	7.7	9.0	15.8	19.5	21.1	19.2	24.1	11.2	17.2	21.2	17.3
2 to 3 times a week	25.3	28.2	31.0	22.9	27.2	38.5	27.2	36.4	32.9	27.6	27.0	31.5	21.4	22.7	26.6	16.4	12.0	33.5
4 to 5 times a week	16.6	14.3	14.8	16.3	14.7	18.3	17.5	12.1	26.1	11.2	16.9	11.2	11.2	17.3	13.6	7.6	3.9	13.9
More than 5 times a week	33.6	34.6	33.0	32.3	37.2	23.2	24.5	28.8	19.2	17.8	15.2	16.5	20.4	21.2	21.0	15.1	10.3	11.5
(Number of respondents)	4190	1218	1163	453	143	146	452	113	95	427	108	100	288	61	61	410	80	67
Percentage of youth belonging to a school or community group	43.0	29.2	18.7	60.2	52.9	31.1	47.0	37.0	26.8	41.2	25.9	36.9	35.7	27.8	26.4	33.4	10.6	20.1
(Number of respondents)	4297	1281	1243	476	150	154	457	120	100	430	110	106	294	63	64	423	84	72
Percentage of youth who are:																		
Single, never married	--	97.3	87.6	--	97.0	88.0	--	100.0	74.9	--	94.1	93.8	--	92.0	92.7	--	100.0	100.0
Engaged	--	1.1	1.8	--	1.5	4.5	--	.0	13.2	--	5.9	1.7	--	3.0	.0	--	.0	.0
Married	--	1.3	10.4	--	1.5	7.4	--	.0	11.9	--	.0	4.2	--	5.0	7.3	--	.0	.0
Divorced/separated	--	.4	.2	--	.0	.0	--	.0	.0	--	.0	.4	--	.0	.0	--	.0	.0
(Number of respondents)		871	1078		121	145		94	85		81	94		40	50		35	64

Table C.11 (continued)

	Primary Disability and Secondary School Status																	
	All Disabled Youth			Deaf			Hard of Hearing			Orthopedically Impaired			Health Impaired			Multi-Handicapped		
Social Experiences	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1	In-S	Out≤1	Out>1
Percentage of youth who have ever been arrested	9.0	16.5	21.0	2.7	4.6	5.2	6.0	7.3	8.7	2.4	1.6	7.1	4.2	4.3	11.1	3.0	.0	1.6
(Number of respondents)	4299	1280	1245	475	150	154	457	120	100	430	110	107	294	63	64	423	84	72

APPENDIX D

SPECIAL EDUCATION PROGRAMS AND SERVICES IN NEED OF IMPROVEMENT

With the passage of the 1983 Amendments to the Education of the Handicapped Act, Congress mandated that States provide information on special education programs and services that are in need of improvement. To meet this mandate, ED/OSEP created a data report which asked States to identify the three to five programs and related services most in need of improvement, and a narrative description of the nature of the improvements needed. States were also required to provide in each description the numbers of handicapped children and youth in need of improved programs/services and numbers and type of personnel needed to provide these programs/services. The instructions defined improved services as those:

a) not currently available for handicapped children and youth;

b) in short supply for specific populations and/or ages; and

c) in a stage where considerable development is necessary for the service to have maximum effectiveness or be delivered efficiently.

OSEP believes the data on services in need of improvement should be viewed with extreme caution for several reasons. First, different methodologies are used by States to provide data for these reports, and the appropriateness of these methodologies has not been studied. Second, although the intent of the data report was to collect information about services in need of improvement beyond those required for minimal compliance, all States may not have interpreted the data request this way.

The two subsections that follow discuss the data for the 1986-87 school year on programs first, followed by services. Program data are presented in Table D.1, services data in Table D.2. The number of States responding to each program or service represents the actual number of States that marked the corresponding box for needs improvement on the actual data forms (e.g., 38 States responded that their State needs improvement with instructional settings). Within each topic, a State may be counted a varying number of times under the improvement listed (e.g., a State that responded that their State needs additional classrooms and enhanced opportunities for mainstreaming would only be counted once under each subtopic). A State with a unique response would only be counted under the broad topic heading (e.g., instructional setting).

PROGRAMS AND SERVICES NEEDING IMPROVEMENT

Programs

Instructional Settings

Thirty-eight States and Insular Areas indicated improved services were needed in instructional settings. Sixteen of these States desired additional classroom and/or appropriate space. Eight States indicated a need for classroom and facility renovation; several of these States reported that classrooms for handicapped children need to become comparable to classrooms for regular education students. Two States indicated a need for more adequate space for their preschool programs.

Four States indicated a need for enhanced mainstreaming opportunities for handicapped children in regular education classes. Two States emphasized that resource information needs to be provided to school districts working with mainstreamed handicapped children.

Assessment

There were 33 States that felt their assessment programs should be improved. Procedures and/or instruments was the area most in need of improvement; 13 States indicated a need to enhance them. For example, six States would like to improve their infant and preschool assessments; three States indicated that improvement is needed in vocational assessment; two States indicated their bilingual/bicultural assessment needs improvement; and two States would like to see improvement in curriculum-based assessment.

Seven States indicated a need for additional inservice or training for staff to conduct assessments; two of these States emphasized that their staff should receive training in working with severely developmentally delayed pupils.

Six States indicated that the number of staff involved in assessment should increase. Two States need additional psychologists for counseling and consulting activities.

Evaluation

Twenty-nine States stated that they need improvement in the area of evaluation. Six of these States feel their program evaluation procedures should be enhanced, while four States would like to improve their student evaluations. The need for additional staff was mentioned by five States. In addition, four States noted that inservice or additional training is needed for personnel in design of evaluation studies and utilization of findings.

Instructional Programs

Forty-one States indicated a desire to improve their instructional programs. The largest area in need of improvement under this category, noted by 22 States, is the programs/services category. Six of these 22 States specified enhancement in a handicap-specific area; three States in emotionally disturbed, and three in severely handicapped. Six of the States indicating a need for enhancement in programs or services specifically mentioned a need at the school level; five out of the six noted the infant and preschool programs needed to be expanded.

Ten States felt there is a need for additional staff, especially teachers of the visually impaired.

A need for improvement for LRE opportunities was cited by six States, four of which emphasized regular class adaptation.

Four States expressed a need for additional inservice and training for teachers. This training is especially needed for regular classroom teachers on the topic of the special needs of mainstreamed handicapped children.

Physical Education

Twenty-four States indicated a need to improve their physical education programs. Nine States feel that there should be additional programs or services in this area, six of which emphasized improvements needed in adaptive physical education. A need for more trained personnel was mentioned by seven States. Four States noted that there should be additional training provided to instructors in physical education, especially in adaptive skills.

Vocational Education

In the area of vocational education, 42 States indicated a need for improvement. Thirty-four of these States felt their programs or services should be expanded, especially at the secondary level. According to these States, vocational programs need to aid handicapped students' transition to successful community employment and independent living.

Eight States noted that they need additional trained staff. Six States cited that an improvement in interagency agreements was needed; these States feel there should be increased collaboration among school districts, youth service agencies, and other community-based programs. Three States indicated a need for additional funds in this program area.

Services

Psychological Services

Thirty-two States indicated a need for improvement in this area. Seventeen of them noted that they need additional staff; two emphasized improvement for rural areas.

Eight States feel a need to expand and/or enhance their services, especially in behavior management. Five States expressed a need for more timely assessment and an assessment procedure that improves the link with instruction. Three States mentioned a need to involve psychologists in counseling, and two indicated a need for inservice or additional training for their staff.

School Social Work

A need for improvement in this area was indicated by 24 States. Eleven States felt that they need additional staff, while seven States indicated that services should be expanded or enhanced (the family crisis intervention programs). Three States indicated a need for more funds in order to provide financial incentives to their staff and be able to compete with hospitals and mental health centers.

Also, three States stated a need for improved interagency cooperation between the school social work services and those social work services provided by other agencies.

Occupational Therapy

Thirty-four States felt they need to improve their occupational therapy services. Twenty-three of these States indicated that they require additional staff while 14 States mentioned that their services should be expanded or enhanced, especially in the rural areas. Several States noted that the demand for occupational therapy services has increased.

Speech/Language Therapy

Thirty-one States indicated a need for improvement. Eighteen States noted that they need additional staff; four emphasized a need for more preschool staff and one reported a need for additional bilingual staff.

Ten States mentioned that their services should be expanded or enhanced, especially services for the preschool-aged children. Also, two States feel that additional inservice training sessions should be provided to their staff.

Audiological Services

Nineteen States indicated a need for improvement in this area. Nine States cited a need for additional staff; two specified the need is in rural areas. Seven States noted that their services should either be expanded or enhanced.

Improved assessment procedures was cited by three States, two of which stressed a need for better assessment equipment. Two States indicated a need for additional training or inservice training for their staff.

Recreational Services

Seventeen States indicated a need to improve their services in this area. A need for expansion and enhancement of services was noted by 10 States, three of which emphasized improvements needed in after school services. Four States reported that improved interagency cooperation is needed between public schools and community services to share facilities and programs.

Diagnostic Services

A need to improve diagnostic services was indicated by 19 States. Six States indicated that their services should be expanded or enhanced. Five States need additional staff in this area. Three States indicated that assessment procedures should be improved, especially in diagnosing students with learning disabilities. The need for additional training of staff was cited by four States.

Physical Therapy

Thirty-one States noted that an improvement is needed in this area. The need for additional staff was reported by 23 States, six of which emphasized the need was great in rural areas. Nine States felt that their services should be expanded or enhanced; a number of these States noted that their services were limited due to a lack of appropriate staff. A need for additional training or inservice sessions was mentioned by three States.

Transportation Services

A need for improvement in this area was stated by 19 States. Twelve States felt they need to expand or enhance their services; three stressed increasing the number of vehicles, and five expressed a need to reduce transit time. In addition, eight of these 12 States emphasized that more services are needed in the rural areas.

Four States indicated needing additional staff. They stated that both drivers and bus aides are needed to serve more students.

School Health Services

Twenty States indicated a need for improvement in school health services. Expansion and enhancement of services were mentioned by nine States, two of which stressed a need for increased communication with the general staff, especially the school nurse.

In addition, six States discussed a need for increasing the size of their staff, especially nurses. Three States noted that more interagency cooperation is needed between the public schools and community agencies in order to avoid duplication.

Counseling Services

Thirty States reported a need for improvement in their counseling services. Nineteen States stressed the need for additional staff, especially in the areas of family, vocational, and elementary level counseling. Eleven States felt that their services should be expanded or enhanced.

Additional training or inservice was noted by three States. Three States cited a need for increased interagency cooperation between mental health agencies and schools.

Medical Services

Thirteen States indicated a need for improvement in this area. Five States reported a need for expansion and enhancement of services. Four States stated a need for additional staff, while three States cited interagency cooperation as an area in need of improvement.

Parent Counseling/Training

The services that seems to be most in need of improvement are subsumed under the parent counseling/training category as indicated by 37 States. Thirty-two of these States reported that services should be expanded or enhanced, both in terms of quantity and quality. Four States noted that they need additional staff. Two States reported a need for increased funding in this area.

TABLE D.1

Number of States and Insular Areas Indicating the Need for Specific Improvements in Special Education Programs[a]

School Year 1986-87

Program/Service	Type of Improvement	Number of States and Insular Areas
Instructional Settings		38
	Additional Classrooms/Space	16
	Renovation of Classes/Facilities	8
	Enhanced Opportunities for Mainstreaming	4
Assessment		33
	Additional Staff	6
	- Psychology Staff	2
	Enhanced Procedures/Instruments	13
	- For Infant and Preschool Assessment	6
	- For Vocational Assessment	3
	- For Bilingual/Bicultural Assessment	2
	- For Curriculum Based Assessment	2
	Inservice/Additional Training	7
Evaluation		29
	Enhance Program Evaluation	6
	Additional Staff	5
	Enhance Student Evaluation	4
	Inservice/Additional Training	4
	Improved Instructional Relevance	2
Instructional Programs		41
	Enhance Programs/Services	22
	Handicap Specific	6
	- Emotionally Disturbed	3
	- Severely Handicapped	3
	- Low Incidence Categories	3
	School Level Specific	6
	- Infant and Preschool	5
	Rural Areas	2
	Additional Staff	10
	Enhanced/New Curriculum	8
	Improved LRE Opportunities	6
	- Regular Class Adaptation	4
	Inservice/Additional Training	4

Table D.1 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
Physical Education		24
	Additional Programs/Services	9
	Adaptive Physical Education	6
	Additional Staff	7
	Inservice/Additional Training	4
	Access to Regular Physical Education Classes	4
Vocational Education		42
	Expansion of Programs/Services	34
	- Rural Areas	2
	- Additional Funds	3
	- Secondary Levels	6
	Additional Staff	8
	Interagency Agreements	6

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a/ The number of States responding to each program/service represents the actual number of States that marked the corresponding box for needs improvement on the actual data forms (e.g., 38 States responded that their State needs improvement with instructional settings). Within each topic, a State may be counted a varying number of times under the improvement listed (e.g., a State that responded that their State needs additional classrooms and enhanced opportunities for mainstreaming would only be counted once under each subtopic). A State with a unique response would only be counted under the broad topic heading (e.g., instructional setting).

TABLE D.2

Number of States and Insular Areas Indicating the Need for Specific Improvements in Related Services[a]

School Year 1986-87

Program/Service	Type of Improvement	Number of States and Insular Areas
Psychological Services		32
	Additional Staff	17
	- For Rural Areas	2
	Expanded/Enhanced Services	8
	- Behavior Management	2
	Improved Assessment	5
	- More Timely	2
	- Related to Instruction	2
	Involve Psychologists in Counseling	3
	Inservice/Additional Training	2
School Social Work		24
	Additional Staff	11
	Expanded/Enhanced Services	7
	- Family	3
	Interagency Cooperation	3
	Additional Funds	3
	Inservice/Additional Training	2
Occupational Therapy		34
	Additional Staff	23
	Expanded/Enhanced Services	14
	- Rural	4
	Definitional Clarification	2
Speech/Language Therapy		31
	Additional Staff	18
	- For Preschool	4
	Expanded/Enhanced Services	10
	- Facilities	2
	- Preschool Level	3
	Inservice/Additional Training	2

Table D.2 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
Audiological Services		19
	Additional Staff	9
	- For Rural	2
	Expanded/Enhanced Services	7
	Improved Assessment	3
	- Better Equipment	2
	Inservice/Additional Training	2
Recreational Services		17
	Additional Staff	10
	Expanded/Enhanced Services	3
	- After School	
	Interagency Cooperation	4
Diagnostic Services		19
	Additional Staff	5
	- Neurologists and Psychiatrists	2
	Expanded/Enhanced Services	6
	Improved Assessment	3
	- L.D.	2
	Inservice/Additional Training	4
Physical Therapy		31
	Additional Staff	23
	- For Rural Areas	6
	Expanded/Enhanced Services	9
	Inservice/Additional Training	3
Transportation Services		19
	Additional Staff	4
	- Drivers	2
	- Aides	3
	Expanded/Enhanced Services	12
	- Increased Available Vehicles	3
	- Reduced Transit Time	5
	- Rural Areas	8
	Inservice/Additional Training	3

Table D.2 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
School Health Services		20
	Additional Staff	6
	- Nurses	2
	Expanded/Enhanced Services	9
	- Communication with General Staff	2
	Interagency Cooperation	3
Counseling Services		30
	Additional Staff	19
	- Family	4
	- Vocational	2
	- Elementary Level	6
	Expanded/Enhanced Services	11
	- Develop as a Related Service	2
	Inservice/Additional Training	3
	Interagency Cooperation	3
Medical Services		13
	Additional Staff	5
	Expanded/Enhanced Services	4
	Interagency Cooperation	3
Parent Counseling/ Training		37
	Additional Staff	4
	Expanded/Enhanced Services	32
	- Preschool	2
	Increased Funding	2

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a/ The number of States responding to each program/service represents the actual number of States that marked the corresponding box for needs improvement on the actual data forms (e.g., 34 States responded that their State needs improvement in their psychological services). Within each topic, a State may be counted a varying number of times under the improvement listed (e.g., a State that responded that their State needs additional bilingual staff and staff for rural areas under psychological services would be counted once under each subtopic. A State with a unique response would only be counted under the broad topic heading (e.g., psychological service).

APPENDIX E

SPECIAL STUDIES CONTRACTS

EVALUATION OF THE EDUCATION OF THE HANDICAPPED ACT

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through 1983. The studies have been designed to provide information concerning the impact and effectiveness of the EHA as described in the fourth chapter of this report requested by Congress.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
1.	Assessment of State Information Capabilities under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562	9/30/76 - 9/30/77 $298,840

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

2.	Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, CA 300-76-0513	10/1/76 - 9/30/77 $267,790

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
3.	An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0515	10/1/76 - 9/30/77 $110,904

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under EHA-B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

	Title	Contractor and Contract Number	Contract Period and Amount
4.	Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 $433,000

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

	Title	Contractor and Contract Number	Contract Period and Amount
5.	Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress*.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
6.	Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies	SRI International Menlo Park, CA 300-78-0030	1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006

Description: The purpose of this study was to follow a small sample of school systems over a 5 year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the National trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7.	Criteria for Quality	Thomas Buffington Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 $395,162

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
8.	National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529	1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

	Title	Contractor and Contract Number	Contract Period and Amount
9.	A Descriptive Study of Teacher Concerns Said to Be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C.	7/9/76 - 10/30/78 $328,758

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 76 study on the implementation of the individualized education program, and several have been raised by National teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
10.	Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 $484,452

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

11.	Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 $24,767

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12.	Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 $369,770

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States' hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
13.	Special Teens and Parents: Study of P.L. 94-142's Impact	ABT Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

	Title	Contractor and Contract Number	Contract Period and Amount
14.	Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
15.	The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16.	Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, IL 300-78-0461	9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

17.	Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464	10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
18.	Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 $142,614
			10/1/79 - 9/30/80 $199,714
			10/1/80 - 5/31/81 $ 89,919
		300-82-0001	10/1/82 - 9/30/83 $125,071
			10/1/83 - 10/31/84 $144,171
		300-84-0246	10/1/84 - 9/30/85 $196,632
			10/1/85 - 9/30/86 $348,564
			10/1/86 - 10/31/87 $215,797

Description: The purpose of this project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to OSEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the *Annual Report to Congress*.

	Title	Contractor and Contract Number	Contract Period and Amount
19.	Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, VA 300-78-0302	6/1/78 - 9/30/78 $10,000

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policy-making, the conference highlighted some potentially important trends about which policy-makers should be aware. A summary of the conference was published in *Focus on Exceptional Children*.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
20.	A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 $64,500

Description: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A 6 month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

21.	A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669	10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $ 37,310

Description: This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
22.	Survey of Special Education Services	Rand Corporation Santa Monica, CA 300-79-0733	10/1/80 - 9/30/81 $225,402

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in Special Studies money, this contract was terminated at the end of the first year.

23.	Study of Student Turnover Between Special and Regular Education	SRI International Menlo Park, CA 300-79-0660	10/1/79 - 3/31/81 $220,299

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, ()2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

24.	Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 $35,358

Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives who are involved in the legal aspects of implementing the parent surrogate requirements, two persons from National organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
25. Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 $31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist OSEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides OSEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
27.	SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a National topical conference was conducted in June 1980.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
28.	Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 $97.939 9/1/80 - 8/31/81 $70,000

Description: This study had two components--an assessment component and a secondary component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, they type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

29.	Special Study on Terminology	SRA Technologies Mountain View, CA 300-84-0144	5/21/84 - 2/21/85 $209,670

Description: This 9 month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the procurement was to conduct a review and assessment of the impact of the terms "seriously emotionally disturbed" (SED) and "behaviorally disordered" (BD), and their definitions on (a) the number and type of children and youth currently being and anticipated to be served in special and regular education programs, (b) identification, assessment, special education and related services provided and the availability of such services, (c) setting in which special education and related services are provided, (d) attitudes of and relationships among parents, professionals, and children and youth, and (e) training of professional personnel providing special education services. Examples of SED children who are currently effectively and ineffectively served were also provided. The Study will culminate in a report which addresses all of the above data elements.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
30.	Longitudinal Study on a Sample of Handicapped Students	SRI International Menlo Park, CA 300-84-0258	9/27/84 - 9/27/85 $285,409
			4/10/85 - 4/30/86 $212,103
			6/3/85 - 4/30/86 $48,051
			5/1/86 - 7/28/86 $100,000
			7/29/86 - 10/15/86 $71,526
		300-87-0054 Implementation	4/22/87 - 4/30/90 $2,963,602

Description: This contract was developed in response to Section 8, P.L. 98-199 which stipulates that a longitudinal study of a sample of secondary students be conducted as part of the mandated evaluation to assess the impact of P.L. 94-142. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development.

	Title	Contractor and Contract Number	Contract Period and Amount
31.	Survey of Expenditures for Special Education and Related Services at State and Local Levels	Decision Resources Corporation Washington, D.C. 300-84-0257	9/30/84 - 9/29/85 $505,309
			9/30/85 - 9/29/86 $506,465
			9/30/86 - 9/29/87 $722,614
			9/30/87 - 3/31/88 $167,341
			4/01/88 - 2/28/89 $65,921
			Total: $1,967,650

Description: This Congressionally mandated project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by handicapping condition and age grouping. Analyses will focus on national expenditure estimates, service descriptions, and how federal funds are used.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
32.	Technical Assistance to State Educational Agencies Participating In The State Educational Agency/Federal Evaluation Studies Program	Research Management Corp. Falls Church, VA 300-85-0098	4/30/85 - 5/30/87 $313,924

Description: Section 618(d)(3) of P.L. 99-457 authorizes technical assistance to be provided to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/ Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, i.e., quasi-experimentation, sampling, instrumentation, and case study research, to more finite issues of participatory testing, survey methodology, questionnaire development and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the twenty-one projects funded in 1984 and 1985. A final activity of the contract is to prepare a synthesis report on the six 1984 studies that evaluated the impact and effectiveness of educational services for learning disabled children served within regular education.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
33.	A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities	Mathematica Policy Research Princeton, NJ 300-85-0190	9/1/85 - 5/31/86 Phase 1 $331,189 6/1/86 - 2/28/87 Phase 2 $529,246 3/1/87 - 11/30/87 Phase 3 $283,564 12/1/87 - 8/31/88 Phase 4 $112,849 9/1/88 - 2/28/89 $79,971
			Total: $1,336,819

Description: This Congressionally mandated project will provide data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with handicaps, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights Survey of Special Purpose Facilities was conducted in 1978-79. State and local procedures and practices which are designed to improve instructional programs and to promote the educational opportunities of handicapped children will also be identified.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
34.	Technical Assistance in Data Analysis, Evaluation, and Report Preparation	Decision Resources Corporation Washington, DC 300-87-0155	10/1/87 - 10/1/90 $3,381,961

Description: This project combines and expands on previous separate technical assistance contracts with OSEP. The purposes of the project are to 1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; 2) conduct issue-oriented analyses that can be utilized by federal, state, and local administrators to support decisions regarding policymaking and implementation; 3) assist states to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under EHA; 4) facilitate information exchanges among federal, state, and local special educators to discuss common concerns and goals; and 5) obtain, organize, and analyze information from multiple sources for reporting on the status of EHA implementation, and the impact and effectiveness of EHA implementation.

APPENDIX F

ABSTRACTS OF SEA/FEDERAL EVALUATION STUDIES

3/27/89

COLORADO DEPARTMENT OF EDUCATION

"Colorado Special Education Outcome Indicators: An Evaluation of the Effectiveness of Special Education Programming at the Secondary Level Based on Student Outcome and Program Quality Indicators"

Project Director: Richard Hulsart

Cost: Federal Share = $106,877

SEA Share = $ 71,326

Total = $178,203

Project Period: October 15, 1988 to April 30, 1990

Abstract:

The Colorado Department of Education intends to study the effectiveness of special education programming at the secondary level based on student outcome and program quality indicators. The study will follow procedures originally used in New Hampshire: the same study design and project contractor, the Center for Resource Management, Inc., will be used.

The study will carry out evaluations in two major areas: 1) secondary special education student outcome indicators, and 2) conditions and practices that contribute to positive student outcomes for secondary special education students. Student outcome indicators include attendance, suspension, drop-out and graduation rates; grade performance across curriculum areas; IEP achievement; job preparation skills; student satisfaction with school; independent living skills; social attitudes and behaviors; and school and community integration. The conditions and practices to be analyzed include resource allocation, curriculum and programs, instructional practices, staff characteristics, staff development, policies and procedures, leadership, school climate, parent participation, and interagency collaboration.

The study has four objectives. The objectives are:

1. To assess the impact achieved through secondary special education programming in student outcome areas that include; attendance, suspension, drop-out and graduation rates; grade performance across curriculum areas; IEP achievement; job preparation skills; student satisfaction with school; independent living skills; social attitudes and behaviors; and school and community integration.

2. To determine the extent to which program impact at the secondary level is related to indicators of effective special education programming in such areas as: resource allocation, program and curriculum, staff characteristics and staff development, instructional practices, parent participation, climate, and leadership.

3. To increase the capability of local school districts to systematically assess and improve programs and services on an ongoing basis.

4. To increase the capability of the Colorado State Department of Education to provide technical assistance support to special education program evaluation and program improvement.

The study will be conducted in 15 schools--representing six special education administrative units and sites, and 11 school districts. They represent both eastern and western Colorado, and both large and small administrative units. The districts under study are similar in their compliance with state-defined standards for special education, but vary in their approaches to delivering special education programs and related services.

At the school level, various samples will be drawn to address the different objectives. For objective number 1, a cross-disability representative sample of 9th through 12th grade students will be drawn from each school. These student samples will comprise 25 percent to 100 percent of the school's total population of handicapped students, depending upon the size of the school and its handicapped population. In all, the study will sample approximately 1,000 students. For objective 2, the entire staff of the 15 schools in the study will complete a survey instrument.

Data for the study will be collected through a series of surveys and checklists. A staff survey will be developed based on a recently completed Colorado special education quality indicators document utilizing a survey format that was extensively tested in New Hampshire. The other data collection forms will be adapted from instruments originally designed for the New Hampshire study. In addition, student records will be viewed in the schools to compile data on each student.

Quantitative data analysis procedures will include comparison of the attendance, suspension, drop-out, and graduation notes of handicapped and non-handicapped students in the participating school sites. Descriptive statistical analysis of survey data will include frequencies, means, and standard deviation. Multivariate statistical methods will be used to determine relationships across outcome areas and across program effectiveness areas.

3/27/89

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Plan for Statewide Evaluation of Academic Outcomes of Educational Services for Students Receiving Special Education Services"

Project Co-Directors: Pascal Forgione and Thomas Gillung

Cost: Federal Share = $111,864

SEA Share = $211,122

Total = $322,986

Project Period: December 1, 1988 to May 31, 1990

Abstract:

The Connecticut State Department of Education has proposed a study using the Connecticut Mastery Test (CMT) to determine the effectiveness of programs for special education students. The purpose of the study is to set in place the data collection procedures, along with the performance criteria and standards, that will allow the Department to engage in a longitudinal statewide evaluation of outcomes for educational programs for students receiving special education services.

The Connecticut Mastery Test (CMT) is a curriculum-based criterion-referenced test designed to assess the language arts/reading, writing, and mathematics skills that students should have mastered by the beginning of the fourth, sixth, and eighth grades. The test was designed to reflect the basic skills necessary to master the academic subject matter at each of the three grade levels. The CMT yields information about a student's educational achievement that permits identification of strengths and weaknesses in each of the academic skill areas assessed by the test in relation to an objective performance standard.

This study will analyze the usefulness of the CMT as a method of evaluating students receiving special education services. The four objectives of the study are:

1. To assess the usefulness of the CMT for statewide evaluation of special education programs for handicapped students in public schools.
2. To establish suitable CMT standards for assessing the educational progress of special education students over time.
3. To assess the feasibility of implementing out-of-level testing on the CMT for special education students.
4. To assess the usefulness of the CMT for purposes of pre-referral screening and academic prescription for special education students.

Psychometric analyses will be performed on data collected from the CMT administered in the Fall of 1987 and 1988. Such techniques as regressions, factor analyses, tetrachloric correlations, and item parameter estimates will be used. In addition, there will be factor structure analyses, guessing analyses, test information functions, and undimensionality assumption analyses.

Data will be collected from the CMT on both regular students, and special education students with mild educational disabilities who have academic goals as an important feature of their educational program. In addition, demographic data will be collected from the Integrated Special Students Information System.

3/27/89

KANSAS STATE DEPARTMENT OF EDUCATION

"Evaluation of Cross-Categorical Programs in Kansas"

Project Director: Sidney A. Cooley

Cost: Federal Share = $130,541

SEA Share = $ 88,024

Total = $218,565

Project Period: January 1, 1989 to December 31, 1990

Abstract:

The Kansas State Department of Education intends to assess the program effectiveness impact of cross-categorical service delivery models. Schools in Kansas operate both categorical and cross-categorical programs. Cross-categorical programs are labelled as "interrelated service units" in Kansas. Few previous studies have evaluated the effectiveness of cross-categorical programs. This study will examine both categorical and cross-categorical programs and compare them as to effectiveness, degree of student satisfaction, degree of teacher satisfaction, and the extent of teacher preparation required.

The study has two major goals. The goals are:

1. To determine the effectiveness of cross-categorical versus categorical programs.

2. To determine how much preparation is required for personnel to teach in cross-categorical programs. The information from this study will be used to make recommendations for regulatory changes regarding cross-categorical and categorical delivery models, and for changes in personnel preparation practices, including inservice and technical assistance.

Data will be collected from 14 special education agencies throughout the State which represent 19 percent of the total in Kansas. These agencies will represent urban, suburban, and rural areas, as well as single district local education agencies (LEAs) and multi-district cooperative LEAs. These agencies also represent both the eastern and western portions of the State.

The study will collect data from 316 special education teachers and 1,580 students. Data will be collected from student records, teacher interviews, and surveys of the parents of the students. The LEAs will be chosen in order to include an equal number of categorical and cross-categorical teachers and students. In addition, the study will survey all teachers in cross-categorical, learning disability, behavior disordered, educable mentally retarded, and trainable mentally retarded programs in the State.

Certain elements of the research design have not yet been determined. The questionnaires and data collection forms are still under development. The types of analyses and tests to be run have not been determined, but levels of significance have already been decided. Nor has it been decided whether to study just elementary, or also secondary students.

3/27/89

KENTUCKY DEPARTMENT OF EDUCATION

"A Study of the Status of Secondary Students Who Have Exited Special Education Programs and Analysis of Secondary Programming and Postsecondary Outcomes"

Project Director: Vivian Link

Cost: Federal Share = $107,416

SEA Share = $ 45,777

Total = $153,193

Project Period: October 1, 1988 to March 31, 1990

Abstract:

The Kentucky Department of Education, Office of Education for Exceptional Children, in collaboration with the Interdisciplinary Human Development Institute, University of Kentucky, and the Survey Research Center, University of Kentucky have proposed a study to analyze the current status of secondary students who have left special education programs. The goal of the study is to determine the relationship between secondary special education and programming, and the postsecondary outcomes of special education students who have exited public schools. Results from the study will be used to develop and expand special education and related services, and to plan for the needs of students with handicaps as they leave school.

The study has five main objectives. These are:

1. To determine the extent to which the categorical placements, service delivery configurations, and services delivered affect the postsecondary outcomes of special education students.

2. To determine the extent to which participation in vocational education affects the postsecondary outcomes of special education students.

3. To determine the extent to which transition planning has a positive effect on postsecondary outcomes of special education students.

4. To determine the extent to which students and families interact with community agencies before exiting school, and the degree to which such actions affect postsecondary outcomes.

5. To determine the extent to which participation in community-referenced instruction programs affects postsecondary outcomes.

The study will identify a sample of 1,250 individuals who were between the ages of 12 and 21, and enrolled in special education programs during the 1982-83 school year. This sample will be drawn from 25 school districts. The two largest districts in

the State will be included, and the remaining 23 districts will be chosen at random. Participants in the study will be selected with a probability that is proportional to the number of each district's special education students (that is, the number of students between the ages of 12 and 21 who were served during the 1982-83 school year).

Field workers will visit the selected school districts to gather preliminary information on the former students to be included in the study: name, last known address, demographic information, the reason for leaving school, and the type of special education services received.

Study participants will be surveyed by telephone to determine the circumstances of their leaving school and to gather information on their lives since leaving school. The survey will also collect information on the type of special education received, and the students' satisfaction with the services received.

Techniques of analysis will include correlations, analysis of variance, regression, and log linear analyses.

3/27/89

MARYLAND STATE DEPARTMENT OF EDUCATION

"A Study of the Impact of Special Education Services on Students Who Have Exited Secondary Programs"

Project Director: Robert T. Coombs

Cost: Federal Share = $138,283

SEA Share = $ 56,239

Total = $194,522

Project Period: October 1, 1988 to March 31, 1990

Abstract:

The Division of Special Education of the Maryland Department of Education, in cooperation with the Center for the Development of Effective Education for Handicapped Students of the Prince George's County Public Schools and the Institute for the Study of Exceptional Children and Youth at the University of Maryland, is conducting a study to develop a follow-up system for tracking students who complete or leave secondary special education programs.

This study will gather descriptive information about special education students in Prince George's County, Maryland, which has the sixth largest special education program in the nation. A sample of secondary handicapped students will be drawn from handicapped students in Level I through V service delivery programs who either graduated, aged out, or dropped out of special education programs during the 1987-88 school year.[1]

In addition, the study will select a random sample of 225 regular education graduates who are not attending college and compare this group with the handicapped students. Comparisons will be made regarding employment status, job title, school program satisfaction, and salary levels.

The goal of the study is to look at the relationship between secondary programming and post-secondary outcomes. This data should prove highly relevant to improving the special education curriculum at the secondary level, and to expanding vocational training and work experiences necessary for the successful transition from school to competitive employment.

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[1] Level I children are served in the general education program; level II children are in special programs up to one hour a day; level III children are in programs up to three hours a day; level IV children are served full-time in a special class which is housed in a general education building; and level V children are served in a special center which serves only handicapped children.

Data collection involves reviews of records (to determine the characteristics of secondary school programming received by each student), and telephone interviews with the former students or members of their families. The former students will be interviewed twice to determine their living status (alone or with family), current employment, and satisfaction with special education services received. Initial interviews will be held six months after the students have left the school system, and one year after the initial interview.

The employers of individuals who are employed at the time of the first interview will also be interviewed. The employer interviews will be used to corroborate employment-related information provided by the student, assess employer satisfaction with employee performance, and collect information on the duties associated with entry-level jobs.

3/27/89

MINNESOTA DEPARTMENT OF EDUCATION

"Shared Responsibility in Educational Service Delivery to Low Achieving Students: An Evaluation of Current Status and Program Development Needs for Regular and Special Education"

Project Director: Thomas Lombard

Cost: Federal Share = $119,443

SEA Share = $113,641

Total = $233,084

Project Period: November 1, 1988 to April 30, 1990

Abstract:

The Minnesota Department of Education is evaluating the current service delivery arrangements for students experiencing educational difficulties at the elementary level. The study has two major purposes: 1) to clarify the respective missions of regular and special education, and 2) to investigate the extent to which variations in service delivery and related organizational support systems predict differences in special education service rates. The study also proposes to assess the current status of prereferral intervention and mainstreaming programs, and the impact of the Minnesota Educational Effectiveness Program on service delivery arrangements for students "at risk" and with mild handicaps.

The study uses a multi-method, multi-site design, combining qualitative and quantitative techniques. The study is being conducted in two phases. The first phase is exploratory in nature and focuses on the generation of hypotheses. Phase I will focus on a small number of sites, and will probe service delivery. Data will be collected to examine how regular and special education personnel communicate and cooperate within a building, both formally and informally. Data collection in this phase utilizes interviews, document analyses, and observations. During the first phase researchers will determine the appropriate sampling parameter and instruments for the second phase.

The second phase will be more structured, aimed at verifying theory developed in the first phase. Cross-site analyses will collect data on those issues that were determined to be the most relevant in Phase I.

Data collection in Phase II will emphasize quantitative approaches. Although instrumentation for the second will be developed, it is expected that existing instruments from Phase I will be adapted when possible.

The sample design involves four nested levels:

1. Incidence rates for three mild handicapping categories - specified learning disability, mild mentally handicapped, and emotional/behavioral disorder. There will be three levels--high, medium, and low.

A. Schools will be divided into two groups, based on the type of programs they have, categorical or unendorsed.

1. Schools will be further divided by whether or not they have participated in the Minnesota Educational Effectiveness Project (MEEP).

a. Classrooms will be chosen to fit one of three cells - third grade, fourth grade, and special education.

At least two schools are to be selected from each of the six cells implied by the three categories of incidence rates and the two categories of MEEP participation. Further details of sampling, instrument development and data analysis will be determined during Phase I of the study.

3/27/89

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION

"An Investigation of the Impact of Three Programmatic Responses to the Regular Education Initiative Upon Students, Teachers, and Finance"

Project Coordinator: Mary E. Huneycutt

Cost: Federal Share = $147,394

SEA Share = $141,170

Total = $288,564

Project Period: January 1, 1989 to July 31, 1990

Abstract:

The North Carolina State Department of Public Instruction is initiating a study of the effects of the Regular Education Initiative (REI) on students, teachers and the fiscal structure of local school units. The study will place three instructional models using REI techniques in randomly selected schools, and will compare these models against each other and against a resource room ("no model") approach to special education services.

The first step will be to select two local school administrative units (LSAUs) at random and secure agreements to participate. These LSAUs must 1) contain five or more K-5 schools, and 2) test all students annually using either the California Achievement Test (grades 3, 4 and 5) or the Q-SAT (grades 1 and 2).

Four schools will be selected for the study from each LSAU, eight schools in all. Schools selected at random will be screened for features that make them distinctly different from others in the sample. For example, if the school is a feeder school for science or technology, or involved in possibly conflicting research projects it will be excluded and an alternate school will be used. In addition, prior to final selection of the schools, information used for selection will be checked for correctness.

The study will take students who are currently in pull-out programs and place them in an age/grade appropriate regular classroom for the duration of the study. Within the regular classroom setting, three alternatives to a pull-out program will be tested: a peer tutor model, a learning center model, and a consulting teacher model.

1) Peer Tutor	This model will train students as academic and behavioral tutors, who will then assist fellow students in the regular classrooms. All students presently in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.

2) Learning Center	This model will provide *all* students (handicapped, below average, and above average) with attention to specific academic and behavioral needs on a "when needed" basis in a location central to all classrooms. All students now in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.
3) Consulting Teacher	Under this model, teachers will receive academic and behavioral strategy recommendations, materials development, modeling of instruction or management, and other services upon request. All students now in pull-out programs will be placed in regular classrooms with IEPs. The State pre-referral system will continue to be operational.

Each of these three models will be implemented in one of the schools selected from each LSAU. In the fourth randomly selected school in each LSAU, no model will be implemented. Students in pull-out programs will remain in their current placement, and the pre-referral system will be operational. These "no model" schools will be used as a comparison for the schools in which models are implemented.

The study will collect data on student grade, race, sex, and academic and behavioral attributes. Pre- and post-tests will be administered on reading levels and behavioral scales. Data on approximately 1,200 students will be collected: 144 handicapped, 576 below average, and 480 average and above students.

The study will also collect data on approximately 160 teachers, including teachers' preference to serve different types of students, teachers' perceptions of their ability to serve different types of students, and teachers' perceptions of two other teachers' abilities to serve different types of students.

Finally, data will be collected to determine the cost of implementing each model. The data will include project costs and per student costs.

3/27/89

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

"Post-school Adjustment of Former Separate-Class and Separate-School Handicapped Students"

Project Director: Herbert D. Root, Jr.

Cost: Federal Share = $ 94,228

SEA Share = $ 62,819

Total = $157,047

Project Period: October 1, 1987 to March 31, 1989

Abstract:

This study will evaluate the impact of separate-class and separate-school secondary special education programs operated by the District of Columbia Public Schools on the vocational, educational, and independent living status of former students.

To implement this study, project staff will:

- develop an instrument for collecting relevant demographic information, psychometric data, enrollment histories, and program specifications from student records;
- develop an interview schedule for collecting information on post-program vocational, educational, and living standards;
- describe the post-program status of former separate-class and separate-school handicapped students;
- identify relationships between student characteristics, program characteristics and post-program status; and
- recommend policies and operating procedures for conducting follow-up studies.

The subjects will include all former students meeting three criteria:

1. Those who were eligible to receive special education and related services as mentally retarded, learning disabled, or emotionally disturbed according to the District of Columbia's eligibility criteria at the time of exit.

2. Those who received special education and related services for more than 60 percent of the school day, or received special education and related services in a separate day school facility for at least 50 percent of the school day.

3. Those who exited the system between June 1, 1985 and September 30, 1987. Students who subsequently enrolled in a private special education program or in a regular secondary education program will be not be included.

It is anticipated these criteria will identify approximately 200 subjects. Because a high participation rate will be critical to the success of the study, the assistance of parents, relatives, and former teachers and counselors will be enlisted to locate students who have moved or changed phone numbers.

A full-time project interviewer will be hired for this study to assist in developing interview schedules, locating former students, and conducting interviews. A standard data collection format will be used to collect student data, including enrollment, IEP, and assessment information from school records. A structured interview will be conducted with the subjects to gather information regarding vocational, educational, and living status since program exit, as well as information concerning prior summer and after-school work experience.

Canonical correlation techniques will determine the combined impact of program variables on post-exit status. This analysis will identify program characteristics that predict post-exit status independent of the effects of handicapping condition and other student variables. Other analyses will discern program effects controlling for student characteristics, and for manner of exit--i.e., graduating with diploma, graduating through certificate, reaching maximum age, or dropping out. Measures of central tendency and dispersion will be calculated for all variables within and across handicapping conditions and manner of exit. The statistical significance of proportional differences will be assessed using appropriate nonparametric statistics.

Results from the study will guide further research and program development. The data on student characteristics will permit analysis of how interactions between program and student characteristics affect adult outcomes. These results will influence curriculum decisions and should improve coordination with other agencies. The study will also assist in establishing on-going procedures for tracking students leaving special education programs. In addition, findings will enable the District Public Schools to estimate resources needed to maintain an effective follow-up program in the future.

This study will provide useful information to other special educators in two important respects. First, unlike other recent efforts, the District of Columbia project will yield data on a large, urban school system. Second, the networks and strategies used to locate students may prove useful to those conducting similar studies.

3/27/89

MICHIGAN DEPARTMENT OF EDUCATION

"Outcome Indicators for Special Education in Michigan"

Project Director: Lucian Parshall

Cost: Federal Share = $112,800
SEA Share = $ 75,200
Total = $188,000

Project Period: October 1, 1987 to March 31, 1989

Abstract:

The Michigan Department of Education will evaluate the outcomes of special education services in terms of student benefits. The project is based on the assumption that future programs in Michigan must look beyond minimal compliance and individually effective programs during a child's school career to the postsecondary outcomes of special education and statewide expectations for these programs.

The study focuses on discrete handicapping conditions and addresses the broad question, "Do Michigan students who have hearing, severe mental, or visual impairments demonstrate expected outcomes of special education and related services?" The project will also address several other important issues:

- Handicapped students who, in earlier times, were institutionalized, receiving minimal services at home, or dependent upon day care services are now in the educational mainstream and later in life will be in the mainstream of the community. Many districts are not aware of how to prepare students for living as adults in the mainstream. Outcomes expectations established by this study will assist districts in designing their programs and services with adult outcomes in mind.

- The anticipated outcomes of special education must be specified and agreed upon. This procedure requires participatory planning, and the creation of new relations between providers and users of services. Neither users nor providers are well prepared to work collaboratively. The study will establish a process for cooperative planning.

- The results of the project will require new skills and different roles in the delivery of programs and services. The study will establish minimum expectations for special education curriculum.

In addition, the study will develop a baseline against which to compare data collected in the future. Thus, the study lays the groundwork for long-term studies of school effectiveness in special education.

The project will have three phases. During Phase I, the project will convene a referrant group for each impairment area that will include parents, teachers, adults with like impairments, State representatives to national organizations, State Special Education Advisory Committee (SEAC) members, State legislative aides, teacher trainers and university researchers. Their role will be to develop a comprehensive list of student outcome expectations unique to special education services. The list of outcomes, along with endorsements from educational groups and organizations, will be submitted to the Michigan State Board of Education.

In Phase II, basic instructional content that is appropriate for attaining the expected outcomes identified in Phase I will be developed through the use of a Delphi group process technique. A small subgroup of the Phase I referrent group will prepare questionnaires for dissemination to a respondent group and will compile responses into a list of curriculum options for attaining special education outcomes. The completed report will be available to all local and intermediate school districts. This phase of the project is not intended to establish a "State" curriculum required for special education within the three categories. The IEP will continue to dictate the individual characteristics of student programs. However, statewide recognition of intended benefits for students will aid in consistent understanding of programs across school districts.

In Phase II, the study will conduct a statewide assessment of student performance, based upon the outcome expectations developed during Phase I. However, only the area of visual impairment will be addressed during this phase. Using a stratified sample of students preparing to leave special education programs, a trained team of special educators will assess outcome-based performance. The results of this assessment will serve both as a guide for program improvement as well as a baseline for on-going measures of progress.

3/27/89

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

"An Evaluation of the Impact and Effectiveness of Delivering Special Education to Handicapped Children in Regular Educational Placements

Project Directors: Dr. Mary Ann Lachat
Dr. Stephen Lichtenstein

Cost: Federal Share = $ 98,930

SEA Share = $ 65,954

Total = $164,884

Project Period: November 1, 1987 to April 30, 1989

Abstract:

The proposed evaluation addresses two major issues:

1. The impact of special education in regular educational settings on outcomes (such as attendance, drop-out, and suspension rates, as well as grade performance) and student satisfaction with school; and

2. The types of conditions, instructional practices, and teacher behavior/attitudes most frequently associated with positive performance among handicapped students in regular educational settings.

Because the study focuses on the outcomes and quality of services, the results should contribute to ongoing efforts to ensure the most equitable and least restrictive environment for students with disabilities.

The project builds on research in both special and regular education recently conducted by the State, that has produced a data base of indicators of educational effectiveness. These indicators--which include factors such as instructional practices, staff relationships, attitudes and behavior, resource support, and parent roles and responsibilities--will assist in defining specific variables for the evaluation of special education in regular settings.

The evaluation will be conducted in six local education agencies (LEAs) which, while similar in their compliance with State-defined standards for special education, vary in their approaches to delivery. The selected LEAs have all demonstrated a commitment to mainstreaming, enrolled high numbers of handicapped students relative to other LEAs in the State, and enrolled students with a range of handicapping conditions. The LEAs include the largest in the State, a medium-size district, and four Supervisory Administrative Units (SAUs) which include multiple districts.

The project will utilize the New Hampshire Special Education Information System (SPEDIS), an interactive data base, to construct the sample for the study. SPEDIS is one of the only individual student-record based systems in the nation. It will be used to accomplish the following:

- For each of the LEA sites, the study will identify a cross-disability representative sample of students who receive special education programs and related services in regular education placements. Each LEA population will be treated as a separate sample in addressing certain evaluation questions. For most evaluation questions, however, the sample will be treated as a cross-LEA study population.

- The sample of students with disabilities in regular education placements will be compared to their peers in segregated settings and their nondisabled peers on various outcome measures. In addition, through surveys and interviews, teachers, administrators, and students will have an opportunity to share their insights on placement and support services.

- The population of 11th graders and 9th graders who currently receive special education services in regular settings will serve as a subsample for longitudinal analysis on scholastic performance as measured by grades.

Data will be collected from school records and surveys of students and teachers. The surveys will be used in conjunction with individual interviews conducted with subsamples of students and teachers from each of the local sites.

Both qualitative and quantitative data analysis methods will be used. Frequency analysis will be applied to survey data, and descriptive analyses will provide case study examples of interview and observation data.

Project findings will result in several reports, to be disseminated nationally. The reports will:

- Provide New Hampshire school districts with information about practices associated with desired outcomes in regular education placements;

- Establish a framework and methodology for examining the effects of program improvement efforts that include placing students in integrative environments;

- Provide New Hampshire with a "report card" on the quality and impact of services to handicapped students in regular education;

- Identify promising practices at the local level that can be replicated in other districts;

- Identify technical assistance and support needs as they relate to creating more integrated environments for handicapped students; and

- Contribute to a longitudinal statewide data base of validated exemplary practices and improvement strategies for delivering special education services in regular classroom settings.

3/27/89

OREGON DEPARTMENT OF EDUCATION

"An Evaluation of Seriously Emotionally Disturbed Students, Programs and Services"

Project Director: Patricia Brush

Cost: Federal Share = $ 46,351

SEA Share = $ 31,070

Total = $ 77,421

Project Period: January 1, 1988 to June 30, 1989

Abstract:

The proposed study will evaluate the effects of entry criteria and identification and placement procedures on:

1) the identification of students as seriously emotionally disturbed (SED) versus other troubled students, and

2) the number of students classified as either SED or other troubled, within State-operated programs and a stratified sample of local education agencies.

Other troubled students are defined as those students not identified as SED, but who may meet the SED eligibility criteria.

The SED count for Oregon is low compared to other States. Entire counties report no SED students, though enrollment data suggest the probability that some SED students in some LEAs are not being identified. Furthermore, SED counts vary considerably within and across programs and districts. Analysis of the factors affecting varying SED counts in State-operated programs and selected LEAs will identify possible reasons for Oregon's low SED counts.

The variability in SED counts may be due to a number of factors. Low counts could, for example, result from lack of staff or services, or from inadequate staff training. On the other hand, low tallies could stem from the possibility that the regular educational system and community adequately meet the needs of these students without identifying them as SED. If so, it will be useful to document these practices.

Specifically, this study will evaluate the differences between identified SED and other troubled students in high- and low-incidence districts with regard to entry criteria, identification and placement procedures, student characteristics, district and community characteristics, and available services.

The study plan includes a mail survey of all LEAs and State-operated programs to gather this information, and it will guide the selection of participants for more in-depth study, which will include both telephone and on-site interviews.

LEAs will be stratified by size and grouped by region. A sample of LEAs and State-operated programs will be selected to include the most extreme cases, given the goals of the project--that is, sites with unusually high or low SED counts, or identified as having strong programs for SED and/or other troubled students will be selected. Data will be analyzed using descriptive and correlational techniques.

The products of this study will include:

- packaged data collection and analysis procedures (instruments and methods) designed to identify contextual variables and other factors that influence identification, placement, and services for SED and other troubled students;
- a report describing the SED and other troubled students studied and the services provided to them;
- a report describing the most effective practices found within the State for these students;
- a report describing the training and other forms of assistance needed by districts and programs to improve practices for SED and other troubled students; and
- an evaluation report for the project.

3/27/89

PENNSYLVANIA DEPARTMENT OF EDUCATION

"Evaluation of the Effects of Pennsylvania's Instructional Program Options, Support Services, and Procedures Used Prior to Referral for Special Education"

Project Director: Dr. Naomi Zigmond

Cost: Federal Share = $117,400

SEA Share = $102,973

Total = $220,373

Project Period: September 1, 1988 to December 30, 1989

Abstract:

This study will evaluate the impact of instructional program options, support services, and procedures used prior to special education referral with students who are not succeeding within regular education programs on the rate at which mildly handicapped students are assigned to special education programs. Specifically, the project seeks to determine:

- the extent to which provision of specific instructional program options is related to the rate of classification in special education;
- the extent to which the provision of specific support services affects classification rates; and
- how differences in building-level and district-level procedures affect referral and classification rates.

The project will address the issue of the rapid increase in the numbers of students who are being identified as mildly handicapped and in need of special education. It will explore the relationship of that increase to instructional and support service options used in regular education prior to referral.

The study grows out of the observation that the proportion of students classified as handicapped varies widely across districts. Moreover, this variation seems to be in some substantial measure related to differences in pre-referral processes, services, and programs. The latter differences, in turn, are presumed to be related to such factors as educator training and experience, district funding, class size, and availability of remediation staff, among others. To implement this study, the project will use a combination of survey and case study approaches, including data collection involving samples of districts, buildings, and educators.

The sampling procedure will initially identify the districts in the top and bottom 10 percent (that is, upper and lower deciles) of Pennsylvania's 501 districts in terms of proportions of students classified as mildly handicapped. From these two groups, matched samples of up to 12 districts each will be selected to obtain a spread of rural-suburban-urban characteristics, district size, and per-pupil expenditure. Three schools, an elementary, middle, and high school, will be selected per district. From each district, the following educators will be selected randomly for participation in the study: one special education administrator, three principals (one per building), six regular educators (two per building), three special education teachers (one per building), and an intermediate unit staff member involved in placement.

Several of the data collection instruments to be used have been modified from earlier work conducted by the New York State Department of Education. Catalogs of instructional program options, based on input from SEA personnel, experts in various educational fields, and district representatives, will be used in conjunction with structured in-person interviews to determine what program options and support services are used within a school. Other information collected through interviews will include, for example, the number of children referred and not classified, and which options were used with children prior to classification. "Standardized case studies" (that is, prepared descriptions of hypothetical pupils with varying degrees of learning problems) will be used in interviews with teachers to determine which service options they would recommend and which students would be referred to special education for evaluation.

Data analysis will primarily compare districts with low proportions of students classified as handicapped and districts with high classification rates. Analysis of variance factorial designs will be used to assess relationships of variables to effective program options or support services. Other analyses will involve reliability tests of instruments, descriptive statistics, and contingency tables and correlations.

The results of this research will provide information about several policy, fiscal, and programmatic issues. In particular, information will be developed about:

- the impact of teacher characteristics, particularly training, on referral rates;
- the effects of the existence of different program options and support services on referral and classification rates;
- the effects of funding mechanisms and local district policies and procedures on classification rates;
- which policies and procedures affect delivery of services to students with special needs;
- which variables increase or decrease the effectiveness of pre-special education referral options; and
- national and State level questions concerning the nature and effects of service delivery on a regular education-special education continuum.

3/27/89

UTAH STATE OFFICE OF EDUCATION

"Evaluation of Mainstreaming Models"

Project Director: Donna Carr

Cost: Federal Share = $139,315

SEA Share = $118,880

Total = $258,195

Project Period: January 1, 1988 to June 30, 1989

Abstract:

In October 1985, The Utah State Office of Education received a three-year federal grant to provide inservice training to regular educators in effective instructional practices for serving students with learning disabilities, and other students having similar learning difficulties, in the regular classroom environment. The goal of this "mainstreaming" project was to develop, in a selected number of pilot schools, mainstreaming models that would maintain, with support, at least 85 percent of the mild and moderately handicapped students, as well as other students with similar needs, in the regular classroom with successful learning occurring. "Successful Learning" was defined as "achieving at least minimal mastery of the core curriculum." Academic progress was to be verified by student performance data provided by ongoing curriculum-based assessment.

The purpose of this evaluation is to ascertain the efficacy of these mainstreaming models in terms of student change data. The evaluation focuses on determining what variables are associated with desired student outcomes. Three major evaluation questions are being addressed in the evaluation:

- What organization structures and administrative procedures are characteristics of each of the mainstreaming projects?
- What specific teaching behaviors and attitudes are being displayed in each of the mainstreaming projects?
- What levels of academic performance and attitudes toward schools do students exhibit?

The four-phased study will determine the comparative effectiveness of mainstreaming models and identify the reasons for different levels of effectiveness. In the first phase of the study, a profile of each of the State's mainstreaming projects has been developed to investigate the organizational structures, administrative procedures, and instructional strategies that are characteristics of each project. Direct classroom observations are being carried out to determine the specific teaching behaviors that are displayed in each of the mainstreaming projects. Curriculum-based as well as normative measures of achievement are applied to determine the levels of students' academic performance and attitudes toward school.

During the second phase of the study, cluster analyses will be applied to identify similar mainstreaming strategies in individual school settings, and to consolidate the strategies into discrete mainstreaming models. The third phase of the study will identify teaching behaviors which guide teachers and administrators toward the definition and improvement of the different mainstreaming models. The last phase of the evaluation will study the effects of each mainstreaming model on student outcomes in relation to increased time spent in a less restrictive environment, increased rates of academic achievement, more positive self-concepts of academic ability, and degree of self-reliance.

Least restrictive environment is to be measured in terms of percent of the school day a student is involved in temporal, instructional, and social integration. The extent to which a student has mastered established curricula is to be used to measure academic achievement. Perception of self as a student will be the measure of self-concept of academic ability. The extent to which students can and want to complete tasks or solve problems on their own defines self-reliance.

3/27/89

VERMONT DEPARTMENT OF EDUCATION

"Evaluation of Special Education Programs'"

Project Director: Marc Hull

Cost: Federal Share = $105,417

SEA Share = $103,090

Total = $208,507

Project Period: December 1, 1987 to May 30, 1989

Abstract:

For more than three years, Vermont has been making preparations for a statewide evaluation of its special education programs. This study will build on those preparations. The study will for the first time, provide actors at all levels with the statistical means for gauging the effectiveness of State and local programs and, consequently, furnish the analytical tools necessary for deciding on program adjustments.

The proposed evaluation project consists of three components:

- a uniform, statewide cost accounting system;
- a system of normative indicators that will allow LEAs to compare their programs with those in similar districts throughout the State; and
- a set of quality indicators, or ideal standards, against which individual programs can be evaluated.

I. Accounting System. The first component, the cost accounting system, has already been designed and incorporated into the State's procedures manual for monitoring regular education programs. The current objective of this project is to implement the system in all 60 Vermont LEAs, and track all direct and indirect special education costs by local, State, and Federal revenue sources for the 1988-89 school year. To achieve this goal, the project will provide each LEA with the necessary computer software and train local bookkeepers and business managers in its operation. Data collected locally will be transmitted to the Vermont Department of Education, where random audits will be carried out prior to data analyses. Simultaneously, the project will develop a computer network through which LEAs can access the data stored in the Department and make amendments as needed.

II. Normative Indicators. The system of normative indicators, the second component of the evaluation project, consists of 115 variables that measure such program characteristics as hours spent per pupil per type of environment, pupil attendance rates, reasons for exits, transition indicators (measured in terms of jobs

attained after leaving, average wages, living independence, etc.), and expenditure indicators.

The list of variables has been determined and published in a manual that will be distributed to 20 LEAs chosen to participate in this aspect of the study. The project will train local personnel in compilation of the data, which will subsequently be centralized with the Department for analysis. In all, more than 92 pieces of information will be updated yearly for each child served by special education programs.

III. Quality Indicators. Whereas the normative indicators will compare LEA efforts with those in other districts with similar demographic and economic characteristics, the quality indicators will measure local programs against ideal objectives, rather than relative performance. This system of 235 quality indicators, developed over a 15-month period by representatives of the various actors in the special education field, will be implemented in 10 school districts.

This component of the project will train local personnel, conduct internal and external site team reviews, feed collected data into the Department's computer system, and analyze data.

The project will affect all 59 school districts and the six State-supported special education facilities, covering 12,000 students in all disability areas. For the first time, State officials, as well as teachers and parents, will have a statewide data base for determining such questions as the relative share of local, State, and Federal sources in special education expenditures; how individual districts compare regarding funds spent per pupil; how well individual programs succeed in preparing exiting students for employment and relative self-subsistence; and how frequently handicapped students are absent, suspended, or expelled.

3/27/89

WASHINGTON STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

"Evaluating Outcomes of Transitional Planning"

Project Director: Dr. Greg Kirsch

Cost: Federal Share = $106,882

SEA Share = $ 78,281

Total = $185,163

Project Period: October 1, 1987 to March 31, 1989

Abstract:

Beginning with the 1986-87 school year, States and local education agencies are submitting information to the U.S. Department of Education on needed services for students exiting the public high school system. To provide this information, Washington school districts must develop Individual Transition Plans (ITPs) for each exiting student. Washington State has supported the development of systematic transition planning procedures by awarding grants to local districts for formation of local teams of school and community representatives whose task is to develop the procedures. The State agency believes that locally developed procedures are necessary if local agencies are to be responsible for developing responsive community systems for all citizens, regardless of disability. The SEA, on the other hand, is responsible for developing a common system for statewide data collection and analysis of the needs and outcomes of graduating special education students. The "Evaluating Outcomes of Transitional Planning" State Agency/Federal Evaluation Studies project will standardize a method for collecting these data throughout Washington State and assess the outcomes of transition planning.

The project, in conjunction with Washington LEAs, is developing and instituting a single ITP format that will yield data regarding post-school services. The study will elucidate:

- the relationship between delivery and nondelivery of required services and student outcomes;
- the differences in service delivery and student outcomes when transition planning occurs in the student's junior year rather than in the senior year;
- the interaction between type of disability and services needed, services delivered, and student outcomes;
- the interaction between needed services, services provided, student outcomes, and method of exit; and
- the differences in student outcomes when ITPs are developed versus when they are not developed (pre-1986 data).

The project-developed transition and follow-up procedures will be field tested in five of Washington's school districts. After data from the field test are analyzed, the SEA will refine the procedures and incorporate them into the statewide tracking system. At least 200 high school students who leave the five districts during 1988, and who meet State and Federal handicapping condition definitions, will participate in the study. Demographic, transition, follow-up, and service provider information will be collected from school staff, parents of former special education students, human service providers, and former students through questionnaires and interviews. District level staff and members of Parent Advisory Councils will serve as data collectors.

The project will evaluate the outcomes of transitional services to discover whether students receive recommended services and whether those or other services enabled the student to make successful transitions to the adult world.
The study will also describe the relationship between the provision of such services and the status of former special education students, in terms of type of employment, home-living situation, and community skills. Data analysis will be largely descriptive. Discriminant analysis will be used to generate hypotheses for future studies.

Based on data analysis and anecdotal information from district participants and parents, staff will revise the procedures for transition planning and follow-up activities. A training guide will be prepared for a State-level team to train groups around the State.

The data and products resulting from this study will improve transitions from school to adult services. Data linking services with outcomes will help teachers, parents, and community agencies plan more effectively for exiting students. Likewise, standardized procedures for developing individual transitional plans will enable students to more readily access appropriate adult services.

3/27/89

MINNESOTA DEPARTMENT OF EDUCATION

"The Impact and Effectiveness of Entrance Criteria for Special Education Programs in Minnesota"

Project Director: Thomas Lombard

Cost: Federal Share = $121,932

SEA Share = $ 83,698

Total = $205,630

Project Period: October 1, 1986 to October 31, 1988

Abstract:

The Minnesota Department of Education is investigating the impact and effectiveness of local entrance and exit criteria for three program areas: learning disabilities, mild mental handicaps, emotional/behavioral disorders. The study will also investigate unendorsed systems, which include programs that use a non-categorical or cross-categorical approach.

A comparison of school districts that use the SEA-recommended criteria with districts that use locally designed criteria is generating information on differences in subjectivity, usefulness for developing instructional programs, inclusion of inappropriate practices, and the technical adequacy of assessment practices.

The study evaluates current practices and possible alternatives that could result in greater specification and homogeneity in each of the three official program areas [specific learning disability (SLD), mild mental handicaps (MMH), and emotional/behavioral disorders (EBD)]. The project demonstrates and describes differential effects resulting from the application of various entrance and exit criteria. Using a sample of recently referred handicapped children, the study determines the effectiveness of SEA and LEA criteria to place students in various educational program options.

An analysis of information collected from interviews with special education staff will describe the influences of various entrance and exit criteria on special education and regular education practices. This information may then be used by SEA staff to plan and promote appropriate interface between regular and special education.

3/27/89

MINNESOTA DEPARTMENT OF EDUCATION

"The Impact and Effectiveness of Occupational Therapy Services in Special Education Programs"

Project Director: Thomas Lombard

Cost: Federal Share = $ 81,688

SEA Share = $ 54,999

Total = $136,687

Project Period: October 1, 1986 to October 31, 1988

Abstract:

The Minnesota Department of Education is investigating the impact of occupational therapy services on the educational gains of students with learning disabilities (LD), emotional/behavioral disorders (EBD), and mild mental handicaps (MMH). A nonequivalent (matched) groups, quasi-experimental design will be used for the study. The educational performance of elementary students with mild handicaps [specific learning disabilities (SLD), emotional/behavioral disorders (EBD), and mild mental handicaps (MMH)], who have received occupational therapy as a related service, will be compared to a matched group of students with mild handicaps who have not received OT services.

A two-stage sampling procedure will be used to identify (a) schools that provide occupational therapy services at high or low rates, and (b) matched pairs of students across schools. Students from low-occupational therapy service rate schools (who have not received occupational therapy services) will be matched with students from high-occupational therapy service rate schools (who have received occupational therapy services). Approximately 40-60 matched pairs of students will be identified.

Outcome data will be collected on (1) measures of current academic performance (reading and math), and (2) measures of handwriting proficiency, gross and fine motor development, and personal/social adjustments. Parent and teacher satisfaction with services will also be examined.

Measures of gains in academic performance over time will focus on the differences between the group receiving special education only and the group receiving special education plus OT services.

3/27/89

NEBRASKA DEPARTMENT OF EDUCATION

"Study of the Impact of Special Education on the Post-School Success of Mentally Retarded Adults"

Project Director: John Clark

Cost: Federal Share = $110,000

SEA Share = $ 76,590

Total = $186,590

Project Period: October 1, 1986 to May 31, 1988

Abstract:

The Nebraska Department of Education is studying the impact of special education services on the post-school success of adults with mild or moderate mental retardation. Both the components of post-school success as well as the factors influencing success are being investigated. The study assesses the present level of post-school success of up to 100 mentally retarded individuals, selected from various sites across Nebraska. The sample was randomly selected from individuals with mild or moderate mental retardation in Nebraska who exited from school over a five-year period--from the 1982-83 school year through the 1986-87 school year.

Data are gathered on family, community (e.g., employment rates and the availability of support from outside the school system), and education system characteristics which may have influenced the handicapped person's level of success. In addition, the project examines process variables relative to the educational program; for example, data on the school setting includes the type of instructional strategies used, level of integration, extent of transition planning, and overall curriculum.

Regression and canonical analysis will be used to examine relationships between the set of key impact variables (such as job success, living status, community involvement) and the set of influencing factors (such as education, community resources, family).

Three outcomes are planned for this study. Evaluation reports will be completed for the various audiences who affect or are affected by special education services. These audiences include the Nebraska Department of Education, the Nebraska State Legislature, parent and professional groups, and local and regional services providers. Second, special education personnel at the local, regional, and State level will develop further skills in the area of impact evaluation. Finally, a statewide Special Education Evaluation Task Force will be established with a mission of directing and promoting on-going evaluation of the impact of special education.

3/27/89

WASHINGTON SUPERINTENDENT OF PUBLIC INSTRUCTION

"Impact and Effectiveness of Categorical Programs for Low Achieving Students"

Project Director: Jane Dailey

Cost: Federal Share = $136,979

SEA Share = $101,865

Total = $238,844

Project Period: October 1, 1986 to August 31, 1988

Abstract:

The Washington Superintendent of Public Instruction is evaluating three distinct aspects of curriculum-based assessment. First, the study is evaluating the effects of curriculum-based assessment versus norm-referred procedures for determining categorical eligibility. Second, variables are being defined that distinguish categorical special education programming from standard educational programming received in the regular classroom setting. Third, the study is establishing a system to evaluate the impact of special education programming on a student's career after leaving school.

The *curriculum-based assessment study* compares types of students found eligible for three categorical programs 1) special education/learning disabilities, 2) Chapter 1/disadvantaged, and 3) the Learning Assistance Program) based on typical norm-referred assessment versus curriculum-based assessment. Data on gender, age, ethnicity, support program, and curriculum-based achievement test scores are available for all elementary-aged students referred for assessment for any of the categorical supportive programs. Curriculum-based assessment data are also obtained on general education students not receiving any support services. The data generated by the curriculum-based assessment study will be adequate for establishing functional guidelines for determining student eligibility within regular settings of categorical programming.

The *categorical programs study* uses a classroom observation to determine the parameters of acceptable categorical programming. The evaluation compares categorical services with regular services that are supplemental and therefore qualify for additional funding. The final outcome will not only be measured in terms of student performance but also in terms of independent variables of enhanced services. Data will be collected in classrooms in three or more district test sites. The randomly selected classrooms will be serving the target populations in regular settings.

The student evaluation/monitoring study generates a data management system to fulfill Federal data report requirements and to assess the impact of categorical programming on students' school careers. Study findings will be responsive to Federal data requirements and evaluative issues regarding the impact of special education programs. The student evaluation system is being piloted in three districts. It utilizes existing data typically collected in the districts and will be compatible with both a State data management cooperative mainframe system and with local district

PC/mainframe systems. Additional data elements include demographic and program variables, achievement data, and post-school placements where information is available.

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